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ABSTRACT

This document describes a curriculum-led approach to college-based staff development for vocational preparation teachers. A survey of staff development needs in this area is summarized, and emphasis is placed on the attitude of college administrators to vocational preparation. The remainder of the document suggests a conceptual framework within which college administrators and those responsible for staff development can operate. A checklist of skills and qualities is proposed as a starting point for assessing needs of teaching staff involved in vocational preparation. Methods for developing a program of staff development and support are described, including questions to ask to identify staff needs, analyzing and profiling those needs as a basis for the initiation of staff development programs, setting up a program, and agencies to use for staff development. Appendixes, amounting to approximately four-fifths of the document, include the full survey summarized in the narrative section, definitions and a glossary, approaches to preparing teachers for change, discussion of the concept of basic skills, and descriptions of college-based staff development exercises. (YLB)

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CE 033 602

Further Education Curriculum Review and Development Unit

A Staff Development Publication

Teaching Skills

Towards a strategy of staff development and support for vocational preparation

An FEU Report on the implications of vocational preparation for teaching staff

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FURTHER EDUCATION CURRICULUM
REVIEW AND DEVELOPMENT UNIT

Chairman Rev. Canon George Tolley MSc PhD FRIC FBIM
Director Jack Mansell MEd CEng FIEE MIMech E

Elizabeth House
York Road
London SE1 7PH
Telephone 01-928-9222
ext

Your reference
Our reference
Date

Chief Education Officers
Principals of FE Establishments
Secretaries of Regional and FE Examining Bodies
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Dear Sir/Madam

TEACHING SKILLS

I enclose herewith a copy of the above publication, which is intended to assist those responsible for the further training and development of teachers who are, or about to be, engaged in vocational preparation. It is one of a series of documents to be published by the FEU elaborating the curricular themes described in Vocational Preparation* and providing support for those who seek to implement those themes.

The document briefly reminds readers of the basics of vocational preparation and describes evidence that shows that although many teachers are willing to be involved in this work they urgently need support. It analyses the problems and finally suggests a strategy that staff developers might adopt in developing programmes of support.

The strategy is based on a check-list of skills and qualities that appear necessary for voc prep teachers. The document suggests that the translation of this check-list into individual and team needs is probably best done by posing key questions by which teachers individually, and/or in conjunction with staff developers, can assess their experience in the light of the demands of vocational preparation. A method of analysing and profiling those needs, and suggestions on how that analysis could be translated into programmes of support - are given. Various Appendices provide data supporting and exemplifying the suggested strategy.

As with many FEU publications, this document attempts to draw on existing good practices rather than to develop new theories of staff development. From Ministers downwards** it is being increasingly recognised that vocational preparation courses in their various modes, call for additional teaching skills. And whilst the long term importance of initial teacher training is recognised, the identification of those additional skills needed by existing teachers in order to cope with the new clientele, forms the basis of the curriculum-led approach to staff development that this document advocates.

Vocational preparation, as this document shows, creates its own demands with respect to teachers adopting a student-centred approach; developing new styles of curriculum design and encouraging new ways of learning; working as a team, liaising and negotiating; teaching basic skills. Most teachers have skills and experience in some of these areas, few are fully experienced in all.

As the Preface says "we should set up the expectation that, given sufficient participation and encouragement, all teachers are willing to attempt new work". It is hoped that this document at least describes how teachers can participate in their own development and gives encouragement to those who do.

Yours faithfully

Jack Mansell

JACK MANSELL
Director

* Vocational Preparation FEU 1981
** See for example the statement made by Mr William Shelton in June 1982 Many teachers may need new skills DES press release 155/82

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Towards a Strategy of Staff Development and Support for Vocational Preparation

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Foreword

Curriculum development and staff development must go together. This is a truism, the force of which has been ignored for too long in FE (and in education generally). The Further Education Unit has recognised and accepted that it must seek positively to relate curriculum issues to staff development. This Report is one outcome of that recognition and acceptance.

Vocational preparation, as defined by FEU, is not only a novel and demanding concept for many who are teaching in FE, it is also a necessary concept, crucial to the success of FE in meeting the requirements of large and growing numbers of students and of social and technological change. The role of the teacher, as curricula change, remains central and critical. Teaching staff must be helped towards new competencies and new attitudes. Staff development, during a time of significant change, cannot be regarded as an optional extra, to be made available if resources or initiatives (or whims or fancies) permit. It is an over-riding requirement for the effective use of our most valuable resource and for securing full commitment and job satisfaction of staff.

It is against this background that this Report was prepared. It is published in the hope that it will be of direct value to those in Colleges and Authorities who have responsibility for deployment and development of staff. It is also intended to be used by all those teaching staff who have an interest in or responsibility for vocational preparation courses. We hope that it will be widely used and that it will encourage positive and helpful action.

George Tolley
Chairman FEU

Preface

1. Vocational preparation is, for many teachers, or will be, a new and demanding type of curriculum provision. This document is concerned with supporting staff in this new and growing area of work. It is about CURRICULUM-LED staff development. There is probably no satisfactory psychological analysis as to which types of teachers take more kindly to change than others,* the variables are too many and complex. We would do well, then, not to set up stereotypes of teachers—some of whom we choose for innovation, others we ignore. We should set up the expectation that, given sufficient participation and encouragement, all teachers are willing to attempt new work.

2. This document has been written with the assistance of a study group of individuals from a number of agencies (Appendix I). NASD** undertook a special commission from the FEU to survey the existing provision of vocational preparation-related staff development; their report is summarised in Section TWO and included in full as a separate appendix (Appendix II). Several colleges generously assisted us by supplying the details of their staff development initiatives and these are also included as appendices. The FEU is extremely grateful to all these individuals and agencies for their help.

3. The FEU has already described in a previous publication*** a coherent curriculum framework for the formulation of vocational preparation programmes for young school-leavers, whether employed, unemployed or on full-time pre-employment courses. The key curriculum components of such programmes are summarised in this document, but briefly this "generic" approach to vocational preparation is concerned with:—

i. a young person's acquisition of basic skills, experience and knowledge;
ii. the optimization of a young person's employability, working and social environment; and
iii. a young person's understanding of the adult working and social environment; and
iv. an increasing responsibility for his or her own personal development.

4. To fulfil these aims the vocational preparation process should include the use of an agreed check-list of basic skills; an integrated approach towards counselling, guidance and assessment; occupational and personal relevance; work-experience; and negotiation. But, it is important again to stress that no educational theory or curriculum framework can directly create jobs for young people. It is not suggested that the concept of vocational preparation is a panacea for youth unemployment; it offers ways of improving the provision of education and training, in the hope that it will assist and enrich the transition of young people from school to adult life and thus make them more resilient to uncertainty.

5. Just as the FEU has attempted to unify the discrete curriculum developments of YOP, UVP and ABC through a common philosophy, so too does this document seek to provide a single conceptual framework† for the support of staff concerned with any mode of vocational preparation. Those concerned with vocational preparation may be Principals, Vice-Principals or Heads of Department who are seeking either to initiate or further develop their programmes within their own institutions. Others will work in agencies or schools outside the FE system; nevertheless they will be experiencing similar problems of innovation. Some may be seeking to identify a less direct but more supportive role—those in LEAs, RACs and teacher training, and those within establishments who are responsible for staff development. Others may have a more direct interest, as co-ordinators or teachers actually responsible for vocational preparation programmes. It is hoped that what follows will be of value to all, a conceptual framework for college (or agency)-based, curriculum-led staff development.

6. It is recognised that INITIAL teacher-training has an important role in the longer term development of our teaching force, and in encouraging a favourable climate for change in school and FE curricula. All initial FE (and perhaps Secondary) teacher-training courses should include as a topic, vocational preparation, with opportunities for teachers in training to pursue more detailed studies in this area, preferably related to some placement-based activity and experience. In the meantime we are under an obligation to

* See for example Y Bennett *"Teachers' Attitudes to Curriculum Innovation: Making Explicit a Psychological Perspective"*. In Vocational Aspect of Education. December 1980.
** The National Association for Staff Development in Further and Higher Education.
*** FEU, *VOCATIONAL PREPARATION*. January 1981
† See Section THREE.

support existing staff in their endeavours and we hope that this document will be seen as one positive response to the recent ACSET(FE) recommendations.*

7. Vocational preparation makes new demands upon staff and when these are presented in the form of a checklist (Section THREE) they look formidable and perhaps even overwhelming. But checklists can be useful in starting a process of self-assessment by teachers, of translating the "demands" of curriculum innovation into the "needs" of staff development; teachers will want to assess for themselves how their existing skills and experience match up to the skills they will require for the new curriculum. In this they will need assistance. This document attempts to provide some of that assistance and should give a basis for college management to sensitively translate needs into a programme of staff development and support.

Jack Mansell
June 1982

* Advisory Committee on the Supply and Education of Teachers. *Teacher Training and Staff Development Implications of the Expansion of MSC-Related programmes.* April 1982

Section One

INTRODUCTION

Vocational Preparation for Young People

8. This document seeks to describe a curriculum-led approach to college-based staff development,* so that colleges and individual teachers will be able to select the most appropriate strategy or strategies for their particular circumstances. It should also be of value to those other agencies, such as LEAs, RACs and teacher-trainers, who are seeking to support the development of vocational Training.

9. Whilst the process of vocational preparation should be available to ALL young people, FEU's publication 'VOCATIONAL PREPARATION'** urged that priority should at least be given to those young people who are not already preparing for higher education or are engaged in well established programmes of vocational education and training.***

10. 'VOCATIONAL PREPARATION' described the existing modes of vocational preparation: college-based (pre-employment) courses, unemployment-based (YOP) programmes and employment-based (UVP) schemes. It questioned the need for those modes to remain discrete entities, at least in terms of curricular provisions. It identified the curricular components common to all three modes and pointed out that the vocational preparation needs of young people are more or less the same whether they are college-based, unemployed or employed.

11. 'VOCATIONAL PREPARATION' further argued that by getting or leaving a job, a young person transfers from one mode of provision to another. At the moment there is no continuity between these modes and the young person suffers unnecessarily. By the design of common curriculum components, the provision of a counselling and guidance base and the award of a profile of assessment and certification, continuity and progression could be provided.

12. To fulfil the aims of this generic approach the document identified four key CURRICULUM THEMES:–

i. *Negotiation:*
As in any responsive programme of individual development, the curriculum should be a matter of NEGOTIATION between the various participants, including the young people themselves. Two mechanisms are proving useful:–

- Personal PROGRAMME (or Agenda) which results when a young person makes (with GUIDANCE) his/her own selection of the things he/she needs to learn, the way in which those things will be learned and the vocational focus for that learning.

- CONTRACTS between the agencies which contribute to the different learning experiences within a scheme (eg. employers, college, career and youth services): and between the young person (and perhaps, his/her parents) and the particular agency to whom he/she is responsible.

ii. *Counselling Guidance and Assessment:*
COUNSELLING and GUIDANCE are necessary pre-requisites to helping a young person to assess realistically his/her potential and job prospects. Individual students programmes, based largely on developmental needs, demand the development of continuous and sensitive ASSESSMENT procedures giving both formative (continuing) and summative (terminal) appraisals of progress. The students PROFILE is an appropriate method of serving these needs, forming as it does part of the GUIDANCE that should be available to all young people. It provides a common system of record keeping and certification, makes redundant the need for an overall pass/fail grade and allows the recognition of experience and qualities which cannot be formally assessed.

iii. *Acquisition of Basic Skills:*
A level of ability, achievement and understanding in essential areas of knowledge and skill is needed which will increase a young person's chance of making a success of adult and working life. These skills should be broad-based and transferable, rather than specific and job-restricted, and should include that range known as Social and Life Skills. A COMMON CORE of essential basic skills provides a useful checklist against which a young person's previous experience can be

* See Appendix III for a review of the various definitions of staff development.
** FEU. *Vocational Preparation.* January 1981.
*** See FEU. *Progressing from Vocational Preparation: The Issues* December 1981 for a discussion of the relationship between vocational preparation and the rest of the educational and training system.

matched and in the light of which a possible PROGRAMME and CONTRACTS can be NEGOTIATED.

iv. Relevance and Experience

For most people, learning is effective if it is seen to be RELEVANT. For many young people RELEVANCE is related to EXPERIENCE, which may mean work or other real-life situations. A preferred vocational focus, even if ephemeral or vicarious, often produces the necessary motivation for further learning. Any learning process is perhaps best started by relating to the student's previous knowledge and experience and building on on those. Some young people often find it difficult to relate generalised deductive learning and teaching strategies immediately to their perceived needs. A more inductive approach based on their experiences, reinforced with specific and concrete examples, has proved to be effective.

13. Section V of 'VOCATIONAL PREPARATION' dealt explicitly with the staff development and support needs arising from vocational preparation. For many colleges of FE this is a new area of work; teachers and non-teaching staff should have explained to them its aims and receive support in the acquisition and development of the new skills required.

14. The FEU is also seeking to amplify further the skills required by teachers of vocational preparation by publishing further guidance on the four key curriculum themes, as follows:—

Negotiation:

a publication exemplifying negotiation between young people and teachers and trainers, and between different agencies, in various settings.

Counselling, Guidance and Assessment:

two publications concerned with counselling and guidance skills and systems, and one with profile records of achievement.

Acquisition of Basic Skills:

a publication describing the nature of basic skills, including perspectives from a number of examining and validating bodies.

Relevance and Experience:

two publications concerned with the nature of experiential learning and the development of criteria to evaluate its effectiveness.

Section Two

THE NASD SURVEY OF TEACHING STAFF DEVELOPMENT NEEDS FOR VOCATIONAL PREPARATION—SUMMARY AND FEU COMMENT

15. To date the growth of provisions of vocational preparation in its three modes (college-based pre-employment courses; unemployment-based YOP programmes and employment-based UVP schemes) has been both rapid and largely unsystematic. That the number of colleges involved in vocational preparation has increased is beyond doubt. However, the nature of their activities and the problems being encountered are more often the subject of speculation and anecdote than of detailed information.

16. The FEU considered that a basic investigatory project was needed to highlight the main demands being made on college-based teaching staff involved in programmes of vocational preparation. The National Association for Staff Development in Further and Higher Education (NASD) was requested to undertake this investigation because of the strength of its contacts with those responsible for staff development within colleges and its ability to apply experiences from other areas of staff developments within the FE curriculum to this new area, vocational preparation.

17. NASD conducted a survey by interview and questionnaire to discover the current state of play of vocational preparation in colleges and staff development activities developed to support it. NASD's full survey report is included in this document (see Appendix II), but there follows a summary of the main findings.

18. *The Teacher*
At the time of the survey the teaching staff involved in vocational preparation seemed chiefly to be Lecturers Grade 1 or part-timers. The majority appeared to be drawn from general and liberal studies backgrounds, rather than the vocational and technical. Thus, the main emphasis of their work was currently social and life skills, though they were aware of the need for a wider range of activities within the programme.

19. Many had already undertaken some type of initial teacher training, though sometimes this appeared to have been insufficient in preparing them for the new demands of vocational preparation. It was noted that many of those part-timers who were teacher-trained had completed courses for primary and secondary education and were 're-entrants' coming new to further education. The mere fact that many of the teachers involved in vocational preparation were already teacher-trained did not lead to the conclusion that the teachers believed that they could adequately cope with the current situation.

20. *Organisation and Management Attitudes*
It was difficult to escape the conclusion that in many colleges the teaching staff involved in vocational preparation were working in the face of discouragement. With certain notable exceptions, there appeared to be little evidence that college managements had a real understanding of the demands being made upon teachers and hence the need for organisational change and support.

21. The general impression was that the organisation of vocational preparation in colleges was at that time isolated, patchy and under-resourced and was failing to match the growing scale of the needs of staff.

22. *Staff Development*
Whilst it was true that in some cases colleges had sought to support staff involved in vocational preparation through programmes of staff development and that these programmes had been supported by LEAs, RACs, teacher-training establishments and similar agencies, the general picture was one of insufficient and inadequate provisions.

23. *FEU Comments on the NASD Survey*
Just as vocational preparation requires new modes of pedagogic behaviour from teaching staff, including a high level of co-operation between themselves, so too does it require new responses from those responsible for organising and managing college life. Vocational preparation does not appear to sit easily within a traditional framework; relative to the traditional types of FE provision vocational preparation now requires more positive discrimination in its favour. Arguably, the starting point for this should be the development among college managements of a real appreciation of the new demands being made upon them and their staff.

24. The curriculum themes of vocational preparation—Negotiation; Counselling; Guidance and Assessment; Acquisition of Basic Skills; and Relevance and Experience—demand new ways of organising a teacher's time and the resources he or she requires. Time alone appears to be a major constraint at the moment, given that most of the staff involved are at grades which attract the least remission from normal class contact. Yet, time has to be made available if

negotiation between the various providing agencies is to be carried out, if young people are to be successfully counselled, if the work of several teachers is to be effectively co-ordinated, and so on. Similarly it is difficult to see how young people can be provided with a sufficient range of basic skills in contexts of experience that are relevant, if the contribution of traditional technical and vocational areas of college activity is unnecessarily limited or constrained.*

25. With regard to staff development it might be argued that this is dependent upon decisions about resources made outside the college (for example, by LEAs)**; but on the other hand the lack of resources for staff development in vocational preparation might equally be seen as yet another indication of the low esteem in which vocational preparation is held by some college managements at the moment.

26. The general thrust of NASD's findings, then, is that much is now dependent upon the attitude of college managements to vocational preparation and their willingness and ability to support those members of their teaching staff who are involved in it. This will require organisational development and change if it is to succeed.

27. The remainder of this document suggests a conceptual framework within which college managements and those responsible for staff development can operate. It also describes the part LEAs, RACs, teacher-training establishments and similar agencies can play. Where possible the conceptual framework is supported by case studies in the appendices.

* The nature of basic skills is discussed in Appendix VII; but, in addition, basic skills have been identified by the FEU as being the key to progression for young people through to our more traditional education and training system. See FEU *Progressing from Vocational Preparation: The Issues* 1981.

** However, MSC has made additional resources available for staff development through its YOP Fees Discretionary Supplement. See Appendix IV.

Section Three

IDENTIFYING AND ASSESSING THE NEEDS OF TEACHING STAFF IN RESPONSE TO VOCATIONAL PREPARATION

Checklists

28. A starting point for assessing the needs of those staff involved in vocational preparation is to develop a checklist of skills and qualities derived from and demanded by the key components of the curriculum. This involves an analysis of what is required under the headings of NEGOTIATION, COUNSELLING, GUIDANCE AND ASSESSMENT, ACQUISITION OF BASIC SKILLS AND RELEVANCE AND EXPERIENCE, as outlined in 'Vocational Preparation'.* In Section V of that document we derive such a checklist.

29. In suggesting a starting point based on an assessment of needs arising out of a curriculum-demands approach, it is important to stress at this early stage that such an approach does not envisage an external appraisal of staff performances and activities based on a checklist without reference to individual strengths and differences between staff and teaching groups. Evidence shows this would produce high levels of anxiety and threat. Rather, the approach envisaged is one based on the individual, in which individual teachers may adopt, experiment with, and evaluate various techniques which will assist them to raise their perceptual awareness (either as individuals or as teaching teams) towards their individual and corporate strengths and weaknesses and thus identify those areas to which staff development (either self-generated or institutionally-generated) might most beneficially be directed.

30. The original checklist of curriculum demands in Section V of 'Vocational Preparation' was essentially validated by the NASD survey. However, NASD's findings suggested that further amplification of the curriculum demands was possible, and what follows is an expanded checklist:—

A student-centred approach:
the negotiation with, and counselling and guidance of,** learners about their learning programmes, supported by formative and summative assessment.

Curriculum innovation:
the ability to introduce and implement new curricula.

Method innovation:
the use of participative teaching/learning methods, including simulations, role-play, group work of various kinds, and residential periods, and the design, construction and use of profiles and other records of achievement.

Team co-ordination
the management of the various activities of a number of teachers contributing to a vocational preparation programme.

Team Membership:
the ability to contribute successfully to the operation of a team of vocational preparation teachers in designing, implementing and evaluating the curriculum.

Liaison and negotiation:
the development of co-operative working arrangements with other groups of teachers and other agencies outside the college.

*Basic skills teaching:****
an understanding of the concept of basic skills and the ability to work against a checklist of identifiable skills (rather than a syllabus) which emphasises the process of learning as well as the content.

31. It is nevertheless a checklist and not a syllabus to be exhaustively covered item by item. Staff developers should be able to use this link to identify the demands on staff engaged, or about to be engaged, in vocational preparation. But it is not the definitive list and it is open to staff developers, or staff themselves, to develop lists of their own derived from the original curriculum framework (Section ONE) and perhaps compared with the above list. Indeed, in some circumstances there may be much to be said for an approach to staff development which commences at that very point.

32. What is also necessary is the creation of mechanisms and processes by which PART-TIME teachers may be more efficiently inducted into and involved in vocational preparation work. The capabilities of part-time

* FEU. *Vocational Preparation.* 1981

** By this is meant not that staff are expected to have those skills associated with professional, qualified Counsellors, but rather that they are aware of the way in which some of the skills associated with counselling and guidance are used in the normal classroom or workshop. FEU. *Tutoring.* 1982.

*** See Appendix VII.

staff need to be developed in most if not all respects mentioned in the checklists. This can be done if measures are taken such as:–

- Ensuring the participation of part-time staff in the curriculum process;
- Creating conditions of service that enable part-time teachers to participate in curriculum and staff development*; and
- Establishing patterns of mentorship and guidance (using suitable part-time as well as full-time staff).**

Some of the principles and processes contained in the CGLI 926 Instructor/Supervisor Award scheme may be found relevant to the needs of part-time staff.***

33. Not all staff will face the same demands, nor do all of them have to be competent in all aspects. Rather, the course team as a whole would have to encompass this spread of expertise.

34. There are potential obstacles to the development of such a staff development programme. There may be imprecision in identifying the demands on the team of staff who are to be involved in the development of vocational preparation. The members of staff themselves may be sceptical, defensive or hostile, dependent upon how they have been recruited, whether through choice or compulsion, and what their feelings are about staff development generally. In further education there is often little evidence of a culture and tradition of curriculum-led staff development; its methods have often appeared to be imprecise and haphazard. Certainly staff development is costly both in terms of finance and time, and those who are now seeking resources to help staff to prepare for vocational preparation are doing so at a time of increasing pressure upon resources.

Developing a Programme of Support

35. It would perhaps be ironic if the demands of a new curriculum were imposed upon members of staff without their personal commitment and without taking account of their needs as they perceive them, particularly where that curriculum itself recommends such components as Negotiation, Counselling, Guidance and Assessment. Staff already possess skills, qualities, and experiences which will be of value, and which must certainly be taken into account. The combination of a threatening checklist of staff needs set against, perhaps, past failures of staff developers to produce appropriate programmes might well prove disastrous!

36. In developing a programme of staff development and support for Vocational Preparation what is required is a process which commences with an assessment of the human resources, possessed as a team and as individuals, of those who are going to be involved with the young people. That process should include the staff themselves, as individuals or as a team. Whilst senior staff and staff developers can assist in this process, the emphasis should be progressively shifted towards the self-analysis by staff of their own needs in the face of new demands on them.

37. There are a large number of methods available to assist the individual teacher, or teaching team, to identify their own areas of strength or areas of weakness.† It is not the purpose of this report to describe these methods in detail, but merely to determine a conceptual framework in which the reader can operate in order to choose an appropriate technique for himself or herself.

Indentifying Staff Needs Through Questioning

38. A useful framework for the process of assessment and/or self-assessment of staff needs in the face of curriculum demands is to draw up a list of key questions. Following some explanation, or experience, of vocational preparation, members of staff could be encouraged to identify their needs by constructing such a list of questions as a group or individually. Individual members of staff could then answer them individually or through group discussion.††

* See Appendix IV for details of the requirement to include ALL staff in staff development under MSC Discretionary Supplement.

** See ACSTT. *The Training of Adult and Part-time Teachers in Further Education.* March 1978.

*** See Appendix V.

† Details of several methods are included in Appendix VI.

†† See FEU *Leadership in Learning. The Reflexive Learning of a Staff Group in Further Education.* December 1981.

39. The questions could be asked by someone responsible for staff development, or course coordination, of either individual members of staff or groups of them. The objective here is NOT staff appraisal, however, but to prepare staff for change: to help them perceive the need for new skills and promote the willingness to develop them. An unsympathetic or insensitive approach by college management is likely to dissuade rather than encourage.

40. Working from the new checklist of the skills required in vocational preparation (para 30) leads us to suggest that the following questions might be appropriate under each heading:–

TO WHAT EXTENT ARE STAFF CONFIDENT . . .?

1. *A Student Centred Approach*
   that they have had successful experience of student-centred curriculum:

   by teaching within a flexible curriculum framework which seeks to integrate different subject and/or vocational studies;

   by negotiating with the learners an approach which seeks to work from their perceived and/or identified needs; and both recognises and acts upon feedback from them;

   by supporting learners with counselling and guidance;

   by providing learners with formative as well as summative assessment in a systematic way, perhaps through the operation of checklists, student profiles and/or appraisals; and

   by providing relevant and appropriate learning experiences.

2. *Curriculum Innovation*
   that they are able to introduce curriculum innovation:

   by acquiring relevant information about new curricula;

   by disseminating information on new curricula among other tutors;

   by interpreting aims and objectives and devising schemes or work to implement them;

   by responding to the requirement of different teaching and learning arrangements;

   by encouraging and assisting others to respond to new curricula; and

   by persuading decision-makers and/or decision-making bodies to accept new curricula.

3. *Method Innovation*
   that they are able to use new teaching/learning methods:

   by acquiring relevant information on and experience of new methods;

   by disseminating information on new methods among other agencies;

   by working with other tutors in adapting and devising new methods;

   by judging the appropriateness of various methods of the requirements of a particular curriculum and the needs of those learners;

   by using new methods such as games, simulations, role-play, group work of various kinds and residential periods;* and

   by attempting to evaluate the effectiveness of methods.

4. *Team Coordination*
   that they are able to coordinate activities within a team:

   by managing a group concerned with curriculum planning, teacher/learning methods, resources and similar activities through leadership and/or membership of that group;

   by enabling all members to fully contribute and overcoming the impersonal difficulties associated with this;

* The planning and operating of residential periods make particular demands, even though it is acknowledged that the results are worthwhile. (See MSC/BSU *The Residential Experience in YOP*, 1981.) Specialist staff or agencies might be employed (see UVP *Gazetteer of Providers of Residential Experiences*, 1981) but it is important for the integration of the residential experience into the rest of the learning programme that other regular staff should also participate. (See UVP *Residential Experiences: Notes for Tutors*, 1981.)

by achieving progress and making decisions; and

by effectively communicating the teams's views and decisions to other individuals and/or groups.

5. *Team Membership*
that they have had successful experience of team membership:

by accepting the operational patterns of a team or working party;

by making effective contributions to its work;

by accepting and responding to the contributions made by others; and

by fulfilling the tasks allocated to or taken on by the team, within the constraints of time and resources.

6. *Liaison and Negotiation*
that they are able to liaise and negotiate:

with young people as clients;

with sponsoring and resource-providing agencies such as ITBs, LEAs, research agencies, charitable foundations;

with employers and other agencies for the provision of work experience, visits and similar experience;

with colleagues and other members of the institution for the allocation of facilities and resources; and

with assessors and moderators.

7. *Basic Skills Teaching*
that they are able to teach basic skills:*

by understanding the concept of a common core checklist of skills and the way in which it has to be further developed to include a local dimension relating to the needs of individual students;

by an awareness of their own expertise and knowledge in the areas of the common core;

by an awareness of the relationships between the areas of the common core and vocational studies;

by appreciating the need to teach common core skills through vocational topics and *vice versa;* and

by appreciating the concept of generic skills and the problems of teaching for transferability and progression.

Analysis of Staff Needs and the Initiation of a Staff Development Programme

41. Whatever the method used to identify staff needs from curriculum demands (whether through questioning or the use of any of the methods outlined in Appendix VI), some sort of analysis is necessary before a staff development programmer can be initiated. It is possible to represent the results as a STAFF DEVELOPMENT PROFILE, which for an individual member of staff might appear as follows:—

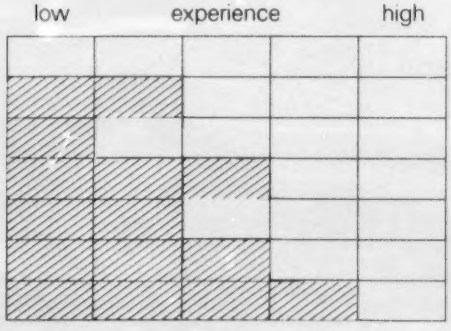

Figure 1 A Staff Development Profile for an Individual Member of Staff

* See Appendix VII

This member of staff, whilst having no previous experience of a student-centred approach, had previously been involved in the introduction of new curricular under TEC, initially as a member of a small working party and latterly as a course tutor. His role as course tutor, though taken on very recently, had required liaison and negotiation, both internally with other sections of his own department and externally with a number of local employers. He is also a competent specialist vocational teacher and would have no difficulty, for example, in teaching to Aims 1, 3, 6, 8, 10 and 11 of the core skills checklist.*

42. Implicit in this kind of profile is the belief that an individual should ideally have a result tending to the right, towards the high end of each scale. Thus, the member of staff in the above example, who scores low on method innovation and high on basic skills, may be advised as a result into obtaining training/staff development on the "method innovation" scale. However, it cannot be denied that such an individual may find it as profitable to have even more experience in basic skills, a scale on which he had already scored high, in order to further improve his teaching in the classroom.

43. In this particular case the needs of this member of staff might indicate a development programme which would include a slot on his timetabling enabling him to work, for example, two hours per week on an existing vocational preparation scheme (eg day-release for WEEP trainees). Attendance on a course (such as might be organised by a Regional Advisory Council) in experimental learning methods (method innovation) would also be useful so that he/she can appraise the suitability of their existing specialist topic teaching strategies.

44. Individual analyses of this type could be aggregated a Staff Development Profile for a potential VOCATIONAL PREPARATION TEAM**, as example below. This would indicate that the collective experience of the staff team was relatively low on a student-centred approach, in method innovation and in team co-ordination; but relatively high in terms of curriculum innovation, team membership, liaison and negotiation, and basic skills teaching.

45. There are three areas of activity for a development programme: an introduction to, and some experience of, a student centred approach; an input on experiential learning methods (method innovation); and some attention to the need to develop team co-ordination. Further investigation also reveals that the team felt it was somewhat deficient in its ability to support young people in the development of literacy (basic skills teaching).

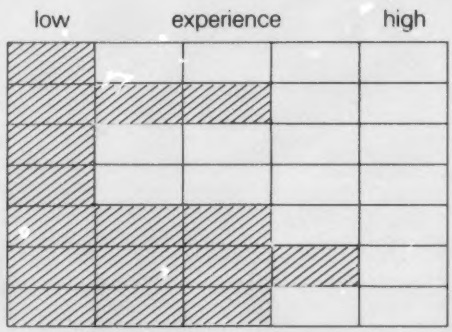

Figure 2. A Staff Development Profile for a Team of Staff

46. Whereas it is argued that for an individual the most effective way of improving teaching competence might not

* See Appendix VII and FEU. *Vocational Preparation* 1981 Appendix VIII or *ABC In Action* Appendix III.

** It should be noted that a vocational preparation TEAM need not necessarily be synonomous with a single agency. It could, for example, be made up of individuals from a variety of different agencies, including the Careers Service, a voluntary association, the college, industrial trainers and so on. See Appendix VIII.

be to direct staff development towards improvement in those activities where he or she "scored" lowest (para 42), the converse is true of the group analysis. There is a clear balance of research data to suggest that a team needs to exhibit a high level of ability in the areas of activity identified as important. Thus, if it is impossible to recruit new staff (or reassign them) with appropriate additional expertise, then staff development might be directed at certain individuals in order to provide a team capable of scoring highly on all the activities indicated.

47. However, in dealing with a group of staff in this way it is important that all participants understand the various activities identified as meaning the same thing. One member of the team might see, for example, curriculum innovation as meaning something quite different to that described by another team member. The danger can be avoided by either thorough discussions between the team members or structured seminars led by the in-house staff developers.

48. A staff development programme for the team might be initiated via a set of proposals to the college principal, including, for example:—

a. Visits to other local agencies already involved in vocational preparation (such as the YMCA Training for Life Scheme, the local training workshop, and the Careers Service) by the staff who have agreed to divide the work between them over the period of two weeks and report back their findings to the team's next meeting.

b. The Staff Development Unit to run a five half-day course on experiential learning, involving the General Education Department since it has experience of games and simulations, and the FE adviser who has offered to run a short course on literacy development.

c. The staff be encouraged to set up three working parties to look at the provision of vocational preparation in the authority, the requirements of the local labour market and the resource implications of the proposed new programme.*

49. It might also be argued that this aggregate profile for the prospective vocational preparation team indicates the need to review the membership of the team, leading, for example, to the recruitment of a member of staff with a stronger background of a student-centred approach, method innovation and/or team co-ordination. The need for the additional support of access to a specialist literacy teacher might also be recognised.

50. Nevertheless, it must be remembered that teachers are individuals who use their professional judgement to develop teaching strategies directed at getting good results. In vocational preparation some teachers may feel threatened by their initial experiences with "new students" or the realisation that "good results", in the sense of traditional examination successes, do not apply. Every teacher will have to come to terms with these new developments in his or her own way, but a supportive framework of counselling and management, as suggested, must surely help.

51. Further, traditional methods of classroom management and discipline may not necessarily be the key to student success—hence the selection of different approaches to teaching and learning in vocational preparation. Curriculum-led staff development identifies those new areas of teacher and learner behaviour by raising the level of the teacher's awareness of the new demands of the curriculum; therein lies the generation of new abilities.

The Use of Internal and External Agencies for Staff Development

52. In addition to providing an analysis of individual or group needs, the above exemplary profiles could be utilised to indicate the relative importance of additional staff development stimuli required from external and/or internal agencies.

53. Selection of the agencies to provide the stimuli, would be dependent, of course, upon the precise character of the stimuli required. In the example described in para 44 a regional authority or agency might be contacted to provide the stimuli of information about, and perhaps experience of, a student-centred approach; a national agency concerned

* See Appendix IX for an actual College programme along the above lines.

with vocational preparation methods and materials might provide information about method innovation; and senior staff from other college courses might assist with the development of team membership. This could be a more useful method of providing for the needs of the staff than simply contacting one external agency, in the hope that by itself it could meet all these requirements.

54. It is important that those who are seeking to assist members of staff in the vocational preparation area should have a clear and systematic idea about what a particular internal or external agency is able to provide. There is little point in approaching an agency for a certain type of assistance if it is not able to meet that sort of demand. On the other hand, some agencies will be able to meet a range of demands. Similarly agencies will vary in the degree to which they are able to offer national, regional or local perspectives. In practice, however, those involved in the process of staff development will soon develop reasonable notions about what particular agencies have to offer and will be able to develop their own directory of providing agencies. The following figure is AN EXAMPLE of how such a directory might be developed by a college, again related back to the major headings of the checklist (para 30).

	1. Student-centred Approach	2. Curriculum Innovation	3. Method Innovation	4. Team Coordination	5. Team Membership	6. Liaison and Negotiation	7. Basic Skills Teaching
National Level	FEU NICEC CCDU	FEU Coombe Lodge MSC CGLI	Professional Subject Bodies ALE	Coombe Lodge		MSC	Basic Skills Unit ALBSU Professional Subject Bodies
Regional Level	CCDU	RAC	Colleges of Education (Technical)		Colleges of Education (Technical)		RCB
Local Level	LEA Adviser HMI	HMI MSC LEA SD Unit	LEA Adviser HMI	LEA Adviser	LEA Adviser	LEA YOP Coordinator	Teachers Centre LEA Adviser

Figure 3 An example of a College Directory of Agencies for Staff Development

Section Four

SUMMARY

55. This document:

i. reviews the curricular principles of *vocational preparation* and places the issue of staff development in that context (paras 8-14);

ii. summarises and endorses the findings of a NASD survey of staff development needs in this area, and emphasises that progress is now dependent upon the attitude of college managements to vocational preparation (paras 15-27);

iii. suggests a check-list of skills and qualities as a starting point for assessing the needs of teaching staff involved in vocational preparation (paras 28-30);

iv. explains various ways in which the check-list might be used and stresses its applicability to part-time as well as full-time time and to teams of teachers as well as individuals (paras 31-34);

v. suggests that the development of a programme of staff development and support requires initially a sensitive assessment of the skills and experiences already possessed by the teachers both collectively and individually (paras 35-37);

vi. describes a framework of key questions that can be asked both by staff developers and the teachers themselves, to identify staff needs (paras 38-40);

vii. suggests a method of analysing and profiling those needs, however identified, as a basis for the initiation of staff development programmes (paras 41-44);

viii. describes principles that should be observed and procedures that could be followed in setting up a programme; (paras 45-51); and

ix. suggests various agencies that can be used for staff development and exemplifies a college directory (paras 52-54).

56. The *Appendices* to this document support and elaborate the above. In particular they:

i. review and discuss some of the many definitions of staff development and provide a Glossary of Terms (Appendices III and X);

ii. reproduce in full the NASD survey summarised in Section Two (Appendix II);

iii. give guidance on the MSC discretionary supplement for Staff Training (Appendix IV);

iv. describe an Instructor-Supervisor scheme that may be suitable for the development of part-time staff engaged in vocational preparation (Appendix V);

v. discuss various approaches to preparing teachers for change (Appendix VI);

vi. discuss the concept of Basic Skills (Appendix VII); and

viii. describe college-based staff development exercises (Appendices VIII and IX).

Appendix I

MEMBERSHIP OF FEU STAFF DEVELOPMENT STEERING COMMITTEE

Dr F Bacon
formerly of Salford College of Technology

Mr A Bailey
Thomas Danby College

Mr E R Blundell
Stockport Education Department

Mr R Brown
Garnett College

Mr B Cattle
Southgate Technical College

Mr J Greenacre
Avery Hill College

Mr D Grisbrook
INSTEP

Miss Betty Hollinshead
Manchester Polytechnic

Dr T R Keen
Garnett College

Mr J Miller
NICEC

Mr R Oxtoby
Luton College of Higher Education

Miss J Rees
NATFHE

Mrs M E Richardson
The Open University

Mr M Shoefield
Paddington College

Mr T C Storrie
Consett Technical College

Mr E Tuxworth
Huddersfield Polytechnic

Mr G Wheeler
FE Staff College
Coombe Lodge

FEU
Jack Mansell (Chairman)
John Blythe (Secretary)

Appendix II

NASD SURVEY OF TEACHING STAFF DEVELOPMENT NEEDS FOR VOCATIONAL PREPARATION

1. The FEU considered that a basic investigatory project was needed to high-light the main needs of staff teaching on vocational preparation courses at present and the National Association for Staff Development in Further and Higher Education (NASD) was requested to undertake this project in 1981.*

2. The survey included structured interviews with staff involved with a number of existing courses, mainly in the North-West and East Midlands regions, in order to identify perceived staff needs. This was followed by a questionnaire distributed widely to other staff on vocational preparation courses. In addition, principals of colleges providing such courses were invited to comment on any aspects of teaching those courses that would be of use to colleagues involved in this field. Staff development officers were also asked to provide information and views on teaching within vocational preparation courses, the main areas of perceived staff needs and possible staff development activities. The initial interviews had to be carried out largely on a non-random sampling basis and this necessarily influenced the development of the subsequent questionnaire. The large number of courses, whether nationally recognised or locally devised, commonly regarded as vocational preparation, introduced some problems into the investigation and especially into the distanced interviews carried out by questionnaire. Nevertheless, a vast amount of information has been forthcoming from informal talks, structured interviews and formal inquiry.

Findings from the Interviews

3. Structured interviews were carried out by the researchers and their assistants at a number of levels: with college staff engaged in teaching vocational preparation courses, with college principals and vice-principals and with local authority inspectors and advisers. The general aim was to acquire some knowledge of the thinking of those concerned with the courses at whatever level: the kinds of teachers employed on them, and the methodology they used; the in-service activities in which they had participated or which were available to them; the degree to which they had felt these activities to be of use and what other forms of development they would wish to see. Information on levels of college commitment to vocational preparation courses, the attitudes of college management to both the courses and to staff training, the resources made available and the views of the local authorities as reflected by their advisory staffs were also sought.

4. It appeared that in general, staff involved were in the Lecturer Grade 1 or Lecturer Grade 2 grades, that teaching experience was not of great duration and the methods used on the courses were highly varied. In some cases it was stated that methods were 'activity-based' or 'project-based'; others indicated the use of some or all of such methods as traditional class teaching, group discussion, individual teaching (though this appeared to be largely limited to the literacy/numeracy fields), practical work and out-of-college experiences. The staff development activities that had been available to teachers were also highly variable. Some reported none at all, either in-college, LEA-provided or RAC-provided. Others had attended one- or two-day or one-week LEA courses or workshops. One large authority appeared to have made provision for regular liaison between its several colleges and the establishment of a representative group that organised periodically courses, seminars and workshops.

5. All the teachers interviewed expressed a general desire for useful staff development activities. Some said they were essential, with the proviso in one case that it was also essential to choose the right kind of staff in the first place. More specific statements revealed desires for 'informal rather than formal' activities, initiatives from the local advisory staff and activities directed towards the approaches and materials required for student-based learning. Asked about the college commitment to these courses, some responses firmly indicated 'good', whilst other preferred not to answer.

6. Interviews with heads of departments, vice-principals, principals and local authority advisers produced widely varying comments.

7. Advisers generally claimed to sustain a keen interest in the development of these courses and the staff involved in them. As to staff development activities, the view emerged that 'identifying appropriate staff and creating right attitudes' in them was the first step, the development of skills being

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* The full research data are available on request from NASD, Redgrave House, Prestbury, Macclesfield, Cheshire SK10 4BW.

secondary to this. Liaison between the several colleges within the authority appeared as a high priority. One authority had appointed a course leader in each college and they met regularly with the co-ordination committee (which consisted of two such leaders and the chief FE adviser). The intention was that each leader would become a staff development officer in his own college for vocational preparation teachers. The committee organised regular short courses, seminars and workshops for the full- and part-time engaged on these courses, for college principals and for senior administrative staff (in relation to liaison with funding agencies).

8. Investigation of information collected by a Regional Advisory Council supported the clear impression that the attitude and approach to vocational preparation teaching staff was, with few exceptions, mainly *ad hoc* or non-existent. Some 50% of the colleges appeared not to have developed any fresh approaches to teaching. It emerged that not only was there complexity and variety of courses comprehended under the general designation of vocational preparation, but there was a similar complexity and variety of patterns of commitment and of approaches to the training and development of staff.

9. Certain points emerged from the interviews with some clarity:-

insufficient communication between teachers in various colleges;

courses are expected to fit into traditional FE in terms of accommodation and resources, leaving the vocational preparation courses starved;

failure by senior management to understand the aims and objectives of vocational preparation, so that the teachers involved experience a sense of alienation from the mainstream of college life; and

the existence of inadequately educated and trained teachers who often fail to understand why they should be doing certain tasks, let alone how they should do them.

10. As to staff development, since there are limited pointers in this field, expertise is having to be developed by vocational preparation practitioners as they proceed. Experience seems to indicate not an avoidance of formal approaches but rather a whole variety of formal and informal approaches, firstly to "come alongside" the teachers and them to implant concepts and skills, in the midst of which the staff developer is essentially a guide, a resource manager and a friend.

Findings from the Questionnaire

11. The courses being run under the general heading of vocational preparation have considerable variety of name, structure, content and length. Those programmes that come under the YOP schemes appear to account for over half, whilst about one in nine are specific UVP courses. Together YOP and UVP represent some three-quarters of all vocational preparation work in the survey.

The Teacher

12. Examination of completed questionnaires indicated that these had generally been completed by persons in the Senior Lecturer, Lecturer Grade 2 and Lecturer Grade 1 categories, the proportions being of the order 2 : 3 : 2, some two-thirds of the respondents being in Principal Lecturer, Senior Lecturer and Lecturer Grade 2 categories. Whether this is an indication that questionnaires had in fact not reached a majority of the lower grades is uncertain. The impression gained in interviews was that most of the work was being done by Lecturer Grade 1 and part-time staff. This impression was confirmed by responses to the questionnaire, which indicated that the overwhelming majority of teachers were in the lowest grade or were employed on part-time contracts.

13. Teachers are drawn from a variety of backgrounds, covering virtually all disciplines. The most striking feature is the preponderence of general and liberal studies teachers – well over half the total. Teachers from business studies and associated area account for about one-fifth. The remainder are drawn from the technical departments (engineering, construction and the like, accounting for some 10% of the total).

14. There is little evidence that subject specialism has much if anything to do with involvement in vocational

preparation or effectiveness of the work, but such results tend to support the impression that no matter what the aims and objectives of the various courses comprehended under the general heading of vocational preparation, in practice a very considerable stress is laid on social and life skills. To this extent the common core identified in 'A BASIS FOR CHOICE'* and 'VOCATIONAL PREPARATION'** is already the *de facto* common core of many existing programmes. It is arguable that since this kind of study has been the stock-in-trade of general studies teachers they are in terms of training and predisoposition likely to be the most successful teachers and that this accounts for their dominant position amongst vocational preparation staff.

15. The comparatively low level of involvement of engineers, builders and the like appears to support the impression gained during interviews that college technical departments tend to avoid contact with vocational preparation courses. It is paradoxical that in courses designed to provide preparation for work in a modern industrial society the majority of teachers – most of them volunteers – come from non-technical departments. This contrast between the levels of commitment between the various college departments could well become a source of controversy that will not augur well for the success of these courses; rather it will militate strongly against their effectiveness. It appears indeed that lack of interest in the technical departments may on occasion descend to overt obstruction. As one respondent put it: "Attempts to get students some vocational experience in other departments have generally been unsuccessful". Even when there is a college commitment to vocational preparation "the management structure does not reflect this". There is a need for attitudinal change in 'technical' teachers.

16. Teaching experience varies widely. Some two-thirds have experience in FE extending between 6 and 20 years, which suggests a tendency to use those teachers who have developed a knack of dealing with students of all types and who have sufficient experience to call upon when faced with new situations. This apparently contradicts the view that this difficult work is allocated to new and inexperienced teachers.

17. On the other hand, those teachers at the extremes of the experience spectrum together form about one-third of the total full-time staff, all of whom find themselves in entirely new situations in terms of students, student motivation and social conditions. The less experienced have fewer personal resources on which to call. Those with long experience have reasonable confidence in their ability to perform pedagogical tasks but they may be unwilling to change. Irrespective of the distribution of experience, therefore, there is a need for considerable in-service support. The long-experienced teachers need guidance in ways of dealing with an entirely new situation, whether in attitude, approach, counselling techniques or, as one respondent put it, "assistance with the development of new teaching techniques". The less experienced may have lower levels of confidence in their ability to cope with new situations and be at something of a loss is seeking new approaches. Even the confidence that may be generated by working in a team may not be sufficient to meet all needs and this was summed up by the respondent who wrote: "Teachers rely on mutual support and advice but we are all Lecturers Grade 1 with very limited experience – a case of the blind leading the blind". A further and pressing reason for setting up a well-organised in-service programme is the presence of large numbers of part-time teachers, apparently including numerous married women 'returners' whose previous experience and initial training lay in the secondary or even in the primary field.

18. Some four-fifths of the staff possess a teacher training qualification. It might have been assumed that the proportion of professionally trained teachers in the vocational preparation field would approximate to the national proportion in further education generally, ie. about 50%. The inquiry did not seek any fine definition of training and the reported figures may include such qualifications as CGLI 730*** but even if all or the majority of teachers possess a Cert. Ed. or similar qualification, this would be explained by the involvement of such a high proportion of general studies teachers who in the main tend to be pedagogically qualified. It may be noted that one reason why vocational preparation courses have not got off the ground at all may be the presence of so many qualified teachers. A further point is that the presence of so many qualified teachers with appropriate experience should ease the setting up of relevant in-service courses.

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* FEU *A Basis for Choice*, 1979.
** FEU *Vocational Preparation*, 1981.
*** City and Guilds of London Institute (CGLI). Further Education Teachers' Certificate Course 730. See also Appendix V of this document.

19. The teachers themselves, whether trained or untrained, experienced or not, necessarily have much responsibility for 'negotiation', not least on account of the variety of courses with which they may be working. Such negotiations – with agencies, employers, authorities and so on as well as with individuals – are unavoidable in these courses, whether done perfunctorily or not.

20. There appears to be among the teachers involved relatively little knowledge or information about Work Experience on Employers Premises (WEEP), not least because they have inadequate time and opportunity for out-of-college activity themselves and no jurisdiction over the specific WEEP parts of the programme. In any case, the young people are generally widely dispersed among employers. Clearly though, a key to the success of the programme is the relationship between what happens to the young person at work and in college.

21. A strong conclusion from all the information gathered in regard to the teacher (and supported by information elsewhere) is that the success achieved and the momentum of much current vocational preparation work depends largely on the enthusiasm, education and social concern and interest in innovation of a relatively small corps of teachers, often without much conventional power and influence in the other affairs of the college – sometimes in particular colleges, merely a few individuals. The discouragements are sometimes formidable. It seems unlikely that this kind of interest and momentum can be maintained for long (when pressures for resources and staffing are increasing at the same time that the numbers of potential clients are increasing) without much more generous provision, training and development, so raising the status of this kind of work within the college system. It cannot flourish in dire competition with the more traditional and conventional work in further education.

Organisation

22. The majority of colleges do not appear to allow any time specifically for course development. Of those that do, the usual time allowance is a mere two hours per week restricted to the co-ordinator or course tutor, or to the one or two teachers wholly engaged in vocational preparation. Ludicrous time allowances as low as half an hour have been reported. Consultation between teachers, when it exists at all, clearly takes place in the teachers' own time, whether departmental time or out-of-college hours, a situation that does not assist the development of successful courses. That teachers are willing to do this seems beyond doubt since it is reasonably clear from interviews and comments on questionnaires that teachers do meet together in their own time. The plea for time comes out very strongly; "Time allowance for discussion and planning" is oft repeated in one form or another, eloquently if agonisingly epitomised by one teacher "TIME!!" This situation underlines the need for proper time allowances.

23. This is, of course, a complex issue. It might be argued that colleges are entitled to regard the non-contact hours of a teacher's timetable as available for necessary discussion and development, though this leaves out of account legitimate needs for preparation of teaching work. It does in any case seem unfair to invoke this argument in regard to vocational preparation. It has not been treated as genuinely valid with regard to the development programmes for TEC and BEC and other more specifically vocational courses. Moreover, since the majority of the full-time teachers involved in vocational preparation are in the Lecturer Grade 2 and Lecturer Grade 1 grades, they have the smallest allowances of non-contact time – and they are also the most hard-pressed of all teachers in the policy of pushing up contact hours to (and sometimes beyond) the maxima, which many LEAs have been seeking to enforce in recent times. In some colleges it is evident that this policy of working to maxima is enforced by the college authorities themselves in anticipation of what they believe to be LEA demands. The inquiry has shown that the great majority teachers of whatever grade are not wholly involved in vocational preparation work. They will have preparation and marking for their other areas of work – and possibly also organisational duties – and these loads may be heavy.

24. Arguably, vocational preparation work is more demanding than other college educational programmes, especially having regard to the counselling and negotiation elements that are absolutely essential to their success. Accordingly, there may be an excellent case for 'positive discrimination' in favour of 'development time' and guidance for all teachers involved in vocational preparation work. There are few signs of such a policy and, in any case, even if LEAs and college authorities could be persuaded of its

necessity, it seems possible that there might be resistance on the part of colleagues in more traditional areas of work; they could argue that their needs are just as great.

25. Reference was earlier made to the possibility that the questionnaire had not reached those who were undertaking the bulk of the work and this may be borne out by the reported numbers in the different staff grades. Those in the Principal Lecturer, Senior Lecturer and Lecturer Grade 2 grades together appear to form little more than one-fifth of all vocational preparation teachers. Lecturers Grade 1 figure prominently, comprising some two-fifths of the total and there is a similar proportion of part-time teachers. This reinforces the arguments for a fresh consideration of time allowances and if part-time teachers continue to be employed in such large numbers there is a need to consider the nature of their contracts since they are paid only for actual class contact. The large number of part-time teachers employed also underlines the need for concerted staff development programmes, for not only are they not in regular contact with colleagues in the same way that full-time teachers are but, as previously indicated, some of them come from primary and secondary backgrounds and others may have been out of teaching of any kind for long periods. Moreover, if in-service programmes are available it is hardly to be expected that part-time teachers would be willing to attend in their own time. One respondent expressed this clearly when stating her need: "Staff training as an integral part of the job (written into the contract)".

26. It was perhaps surprising to find that whilst about only one in three of all respondents said that there was any time allowance for meetings and co-ordination of courses, over three-quarters of them said that staff met to prepare such courses, and an even bigger majority said they met to discuss existing courses. Even where an allowance is made usually it amounts to no more than an hour. There is some confusion as to what these answers reveal. It is clear that whilst there is a fair amount of meeting on the part of teams and groups of teachers, such meetings are generally more concerned with the daily running, the handling of problems and adjustments to programmes rather than meetings dealing with the fundamental planning and curriculum design. Team approaches are not of necessity extravagant of time, especially as they tend to indicate ways in which time and resources can be effectively saved; but positive discrimination in favour of team activities seems highly desirable. There were some excellent examples of such group planning but generally this is much less evident than it ought to be, as compared for example with TEC and BEC courses. In fact, there seems much confusion about the genesis of courses; sometimes staff have their assignments handed down to them; sometimes they are sketchily involved. There is no well-established process in many colleges. There is undoubtedly a great hunger for guidance documents and liberal use of some that become available, as witness the enthusiastic use of social and life skills literature and, in particular, A BASIS FOR CHOICE.* With the lack of time for essential planning and developmental activities it is not possible to expect teachers to participate in any in-service programmes that may be set up, no matter how great their needs. It would seem that staff development should not be considered in isolation but as an integral part of any arrangements for vocational preparation courses.

27. Some at least of the problems related to course planning and development may stem from the lack of co-ordinators; a third of respondents reported that there was no co-ordinator. The impression emerges that the most coherent programmes are found in colleges where there are co-ordinators who have reasonably high status – Principal Lecturer or Senior Lecturer. Most of the evidence shows that the co-ordinator's position is fairly evenly distributed between Senior Lecturers, Lecturers Grade 2 and Lecturers Grade 1. However, we found one place where the co-ordinator was a part-time teacher. The fairly common practice of designating lower Burnham grade staff as co-ordinators may be a further cause of some of the planning and development problems that occur, or for the effective absence of co-ordination.

28. We found it difficult to create a picture of how even senior staff manage their responsibilities; they certainly have to delegate a great deal. Heads of departments and vice-principals often have a measure of direct responsibility but they are not always enthusiastic about it. A benevolent view on the part of the principal or vice-principal, however, seems an essential feature of successful organisation.

29. It seems desirable that there should be co-ordinators for all vocational preparation courses and that they should have senior status and appropriate time allowances if

* FEU *A Basis for Choice*, 1979.

development work is to take place satisfactorily. Such persons might then be able to organise, or to assist staff development officers to organise, appropriate support programmes for the staff. The needs of co-ordinators and of the general staff were aptly described by one Lecturer Grade 2 co-ordinator who declared his need for some management training "to enable me to establish effective structure and support systems for staff."

30. The question arose whether the wide dispersal of courses inhibited the convening of staff meetings. This, however, does not seem to be the case, the majority of vocational preparation courses being held exclusively on college premises or in few cases in special centres. Though there is less evidence than we expected of wide dispersal of courses, we are aware of dispersal of the kind that was characteristic of lower grade further education before the completion of the great building programmes of the late 1950s and the 1960s. There can be little doubt that as the vocational preparation programme expands, as it seems certain to do, considerable dispersal will perforce have to take place. It seems equally unlikely that first preference for staying in the more central and convenient premises will go to vocational preparation. There is no lessening of demands for space and resources for traditional college work at present; indeed, demands are increasing since some of these courses too are taking in clients who would rather be at work.

31. It seems very clear that few teachers have had experience of residential elements to vocational preparation courses. The time and resource required are considerable, for organisation as well as for running. We came across some very successful residential and 'adventure-type' components of UVP courses and it seems highly desirable that the staff should have the opportunity and encouragement to undertake such activities. They would often be willing to spend much of their own time in these ways if there were modest amounts of resource and other encouragement from the authorities.

32. Though there were no questions bearing directly on the matter, it seems fairly clear from indications by respondents and from discussion that most vocational preparation teachers have little to do with and virtually no experience of supervision of the work experience elements in courses. For work experience to be really effective, there can be no argument against its intelligent integration with other course elements. Unless this is seriously explored and achieved, it is unlikely that counselling, negotiation and, above all, the basic skills elements will continue to seem relevant to most of the clients. It seems essential that there should be some opportunity for teachers to gain some of the kinds of insights and experience of the clients' work environment that goes beyond the traditional visits. Among other things, they need experience of this kind to enable them to undertake effecive negotiations.

33. In general, our impression is that the organisation of vocational preparation courses is isolated, patchy and under-resourced, failing to match completely the growing scale and scope of the need. Many economy measures at present militate against the setting up of efficient arrangements for the management and organisation of vocational preparation courses. The work does not appear to command the resources and interest within the colleges that are characteristic of many of the more traditional types of courses, for which management apparatus and appropriate budgeting priorities were established in less lean days. Some positive discrimination is needed in favour of:-

- the more explicit allocation of time and resources to the running and design of vocational preparation courses;
- better recognition of the special needs and demands of vocational preparation work in the grading of posts and the rating of courses;
- the creation of special co-ordinators within colleges and between them with responsibility for vocational preparation;
- the fostering of 'team' approaches to organisation of the work; and
- insofar as part-time teachers are used on these programmes, reasonable amounts of time and resources be allocated to their preparation for participation in the work and much more positive integration into the programme.

Students

34. We have gained little direct information about or from students. Those on YOP courses obviously form the largest

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group but there are appreciable numbers on UVP courses. It seems that the great majority of vocational preparation students are taught in mixed ability groups though there are some exclusively ESN groups. Students in a number of courses are listed as having CSE qualifications, though the numbers and grades of certificates vary considerably, so that these, too, are a form of mixed ability. Participants in other courses are listed as having GCE 'O' level qualifications, or higher. The existence of groups whose members have similar educational qualifications appears to hint at some form of selection or streaming, though enquiry does not produce any admission of this. If it is the case, it probably arises from an attempt to reduce the ability range in order to ease teaching problems. This is an understandable reaction of lecturers whose previous experience has been with fairly cognate groups and particularly of anyone who has had little or no experience of or training in teaching mixed ability classes. In vocational preparation courses the range may be very wide indeed. There is need for in-service training programmes to take cognisance of teachers' need in regard to mixed ability teaching.

35. Teachers were requested to indicate their estimates of the acceptability of courses to the clients, but this produced a highly variable and largely unstructured result.

36. Associated with the acceptability of courses and client motivation is the drop-out rate. The information available to us proved inconclusive, but it was claimed that a high proportion of it can be ascribed to students having obtained work. Other reasons indicated to us include: personal and family circumstances; transfer to other courses or back to school; and apathy. Concern must be felt for those who leave for other reasons than having found a job and it is possible that the nature of the course content or the methods employed in teaching it may account for some drop-out.

37. There is little in the currently available literature that provides any serious clues about participant attitudes.

Curriculum

38. It would be difficult to make much in the way of detailed comment on the curriculum. Information provided under this heading from our questionnaire is limited and difficult to interpret. In our comments, however, we take account of the conclusions we have reached from plentiful discussion with teachers, organisers and above all the FEU/West Midlands Regional Curriculum Unit.* In seeking to learn something of the 'acceptability' of present courses we were exercised by the major difficulty of getting any response from clients themselves. We were aware, too, that no other established agencies or criteria were available for evaluation of vocational preparation work.

39. Course content is closely associated with course acceptability to clients and we endeavoured to ascertain the approximate division of time between:–

- social and life skills;
- literacy and numeracy;
- practical skill training related to a vocational area;
- structured work experience; and
- other course subjects.

The amounts of time devoted to the various topics ranged widely over the whole vocational preparation field and within particular courses. In specific UVP courses the time devoted to social and life skills ranged from 20-80%. It would appear that in many places little care has been given to course planning but this is what might be expected when, as earlier noted, in many colleges there are no co-ordinators and few opportunities for staff to meet for discussion and planning.

40. It should be added that for the most part there is, as far as we can judge, no established forum or procedure for discussion between the colleges and MSC of course content, whether social and life skills, literacy and numeracy, or practical skill training related to a vocational area.

41. Evaluation of programmes in terms of their ostensible success is virtually impossible. The 'getting of a job and holding it' may or may not be the most demonstrably effective conclusion to a YOP course. In present circumstances any attempt to get data would be difficult, and interpreting it even more difficult. It is fairly evident, in

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* See FEU/West Midlands RAC YOP Survey, 1980.

any case, that much of the work going on in YOP courses has less to do with that impeccable Holland objective than with the social and personal education that joblessness makes possible and, not to be too sinister about it, desirable, as a means of keeping people away from the frustrations and temptations of the streets. Nothing happening in the economic system at the moment could warrant the hope that in the fairly near future there will be jobs for the many thousands so much better prepared by these programmes for them. In this context it is even less likely that conventional tests of success can serve to evaluate the programmes.

42. From what was seen, it is fairly evident that the teachers who replied are reasonably satisfied that they are doing the right thing. Arguably they must feel this, otherwise they could hardly carry on for long doing it. Talking about these matters with staff (for there is nothing in the replies to the questionnaire that could be construed in this way) the firm impression is gained that many if not most of the young people coming into vocational preparation courses at college actually like 'coming to college'. This runs quite counter to the sometimes stridently asserted necessity of 'getting them out of the colleges. They are so fed up with schools and places that they want something quite different'.

43. It seems impossible to obtain any clear indications of the character, timing and content of the various elements of the courses. There seems to be a fair amount of concensus about the balance. There is a fairly strong feeling that whatever changes occur, there can be no reversion to traditional curricula in the main body of this work. Whatever is done will continue to rely greatly on the enthusiasm, initiative and enterprise of the teachers involved.

Methods of Teaching

44. During the interview period a survey of colleges in one large region suggested that whilst evidence of the use of a wide range of teaching methods was found, about half of them used few if any innovatory methods of teaching in their vocational preparation courses. From the information now available it would appear that on the national scale there is a similar timidity. In an appreciable number of the courses reported to us, some 40% or more of the course time is devoted to conventional classroom teaching; in some places indeed the figure rises to between 80 and 100%. To put it another way, in only about one-quarter of the courses about which we have information does the time devoted to all types of non-traditional activity together exceed 40%.

45. With some exceptions, relatively little use appears to be made of group and individual projects. This appreciable lack of use may reflect in some degree the time that projects of any value require as well as the difficulties of organising students' written work and the problems of setting and evaluation. Similarly, little use appears to be made of simulation and gaming; the reasons for this are not easily indentifiable but it may well be due to lack of experience of using them on the part of the teachers. There may, too, be a lack of appropriate resources. Surprisingly, discussion does not appear to figure prominently in the programme. However, it is possible that conventional class teaching periods contain a fair amount of discussion and other learning methods which have not been separately identified.

46. Methodology is most important in terms not only of learning but also of making the programmes acceptable to clients; it may well be that much of the low levels of motivation mentioned by teachers and earlier noted, may arise not from any intrinsic lack of interest but from the ways in which material is presented and in which students are being asked to learn.

47. In this connection it is worth noting the Exemplary Projects experiment recently launched by the MSC, one aim of which is to improve the quality of off-the-job education and training in YOP. Quality is unlikely to improve unless there is wide experimentation. But, method needs to be suited to the learning styles of young people and about those much more knowledge is required. The research project commissioned by FEU from the Industrial Training Research Unit* to investigate those learning styles should prove to be of immense value in the development of vocational preparation courses but only if in due course there are ample opportunities for staff to participate in in-service activities and to become familiar with those learning styles. For example, we regard it as very important that teachers should become increasingly aware of the need to

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* FEU. *"How Do I Learn"* 1981.

adapt their teaching to the different styles of learning that may be required.

48. However the information we have accumulated is read, it is fairly evident that there is:—

- little common understanding of what methods ought to be used;
- a high preference for the familiar, irrespective of its effectiveness;
- apparent lack of familiarity with some techniques; and
- probable lack of time and resource to be innovative (and perhaps also accommodation in unsuitable premises).

Staff Development and Support

49. We endeavoured to ascertain the extent of provision and opportunities for self-development and in-service training in the vocational preparation field. The responses appear to indicate a patchy and unorganised provision of courses as well as an almost total ignorance on the part of some LEAs and college managements regarding the specific needs of vocational preparation teachers. Information regarding support was sought under three headings:-

- information supplied;
- short courses provided; and
- longer courses provided.

50. The sources of any support were also requested. "Information supplied", taken to imply reasonable circulation of relevant documents with minimum explanation and analysis, represented the greater part of support services. It is, of course, to be assumed that there is in groups and teams a good deal of analysis and plenty of discussion, a self-development activity. The indications are, therefore, that relevant information is circulated, especially that related to the courses themselves. It seems doubtful, however, whether members of staff get to know all that might be useful to them about external courses. These indications seem to bear out the conclusions about the circulation of information reached in LOUD AND CLEAR.* There is certainly complaint at RAC, Polytechnic and College of Education (Technical) levels that staff development courses on offer are frequently under-subscribed. This may, of course, be due as much to lack of funding for attendance or lack of interest as to lack of information.

51. Apart from the supply of information, in-house support seems to be scanty and certainly not commensurate with the need. There appears to be no special concern in colleges in the survey to promote in-house developments specifically related to vocational preparation and most staff development officers and professional tutors consulted had no special anxieties regarding the matter. This probably reflects the attitudes of college management already reported. To us this is the area in which activity ought to be most noticeable, but this seems unlikely until there is established in most colleges: a more intensive awareness of the urgency and seriousness of the issues of vocational preparation; the greater availability of resources for in-house work; more leadership within the colleges (especially on the part of heads of departments); and a better standing for vocational preparation within the system. Of special value here might be a definite allocation to staff development purposes of the sums notionally included in MSC funding of courses. It appears that generally these sums are paid to the LEA rather than to the college and so disappear into the LEAs general funds.** Even where the LEA does provide staff development funds and where MSC payments go direct to the college, institutions frequently fail to use these resources for vocational preparation staff development. There is no effective earmarking of resources for training and development within the college or indeed for any addition to the expenses funds of the college. The latter are apt to be at their lowest levels ever at the present time, with most of any available money possibly being allocated for support of staff undertaking recognised additional qualifications programmes. Such expenditure hardly touches the needs of vocational preparation. MSC is currently specially funding the Exemplary Projects scheme with a view to ultimately improving the quality of YOP courses. It needs to be recognised that the quality of courses is unlikely to improve greatly until the quality of the staff in terms of expertise is improved and this can be done only by well-considered staff development programmes.

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* FEU. *Loud and Clear* 1979.
** See Appendix IV.

52. Support provision by RACs and Polytechnics is variable. In some areas it is obvious that considerable thought is being given to the matter and short courses are being provided. This is specially noticeable, for instance, in the Yorkshire and Humberside region, which has a specially funded directorate of staff development. The director is actively concerned with organising inter-college discussions (especially amongst small groups of colleges) and short courses and with the processes of evaluating needs. He gives advice at college level and is generally concerned with raising levels of awareness. The brief is not exclusively concerned with vocational preparation but the director himself has a very lively concern with it. The North Western RAC, too, has a reasonable record of endeavour. On the other hand, the sheer starvation of the East Midlands Council for Further Education (its resources halved during last year) has made it virtually impossible for the Council to promote much at all in the way of relevant staff development activity. Nevertheless, the Council has attempted some very helpful and informative analyses of needs and has published several useful documents. Probably the best known regional activity of all is that connected with the Regional Curriculum Development Unit of FEU, which works closely in association with the West Midlands RAC. Our impressions are the RACs are able and willing to do a great deal more for staff development in general and staff development for vocational preparation in particular, but at present their roles are so ambiguous (and their future perhaps so uncertain) that they are inhibited from taking bold initiatives.

53. The same conclusions probably apply to the Polytechnics, some of which have been trying hard to promote discussion and development in their areas against a lukewarm background. Their contribution in the way of courses, however, has so far been minimal and there is nothing to suggest a concerted programme, either in co-operation with other bodies or on their own. Though their opportunities for initiatives are limited, the Colleges of Education (Technical) appear to be giving some thought to the staff development problems of vocational preparation. The take-up of courses concerned with vocational preparation seems to be very disappointing indeed, doubtless because such courses are apt to be expensive. Properly the Colleges are including reference to vocational preparation in their main courses but this is of little immediate practical value since few teachers in initial training will go directly into vocational preparation and will not have any power of influence in the colleges they join. A certain amount of attention has been given to vocational preparation matters by the Further Education Staff College but our general impression is that so far these benefits have not percolated through very far.

54. There is little evidence locally or regionally of worthwhile co-operation between colleges, LEAs and the MSC in promoting staff development directly or indirectly by means of discussion. Direct involvement of the MSC in this kind of activity might have much to recommend it. The information we have received from colleges contains one or two references to MSC courses for vocational preparation staff but MSC appears to have no official knowledge of any such courses. The LEAs themselves seem generally to be very diffident in the approaches to the needs of training and development in vocational preparation. There is evidence of considerable goodwill and vicarious concern but limited positive efforts. At the least, LEAs might be persuaded to ensure the money obtained from MSC for the provision of vocational preparation courses should to an appropriate extent be spent on training and development.

55. It is difficult at this stage to see what benefit, if any, accrues to the system as a result of colleges running courses and the CGLI making awards to Instructor-Supervisors* chiefly intended for those concerned with vocational preparation work in industry and YOP. The CGLI might give thought to ways and means by which its part-time teachers training programme could be more effectively adapted to meet the needs of teachers involved in vocational preparation work. The award and the involvement of colleges in teaching for it could become a special focus of interest and endeavour in staff development for further education teachers involved in vocational preparation work.

56. Teachers' comments as to the relevance and adequacy of support emphasise its serious shortcomings. Overall the support is seen to be generally poor in one aspect or another. We received many comments, of which the following are examples: there is 'plenty of written information but more contact with others would be better', or where courses are provided 'for confidence boosters they

* City and Guilds of London Institute. Instructor – Supervisor Award Scheme. CGLI 926. (See Appendix V).

are fine; for teacher training too fragmented'. When the quality of the provisions is examined, the situation seems worse. Only a minority of respondents indicated any measure of satisfaction by the use of such terms as 'reasonable' or 'fairly relevant'. A much larger number reported in various denigratory terms: 'inadequate', 'irrelevant', 'small help'. Other were more vigorous: 'useless!, very boring weekend courses', 'a waste of my time'. The high level of inadequacy or irrelevancy reported bore out a comment recorded at an interview with a college vice-principal, who said that he himself had sampled the courses provided in his area and as a result would not send any member of staff on them. An associated view was expressed by the practitioner who commented: "Experience of working closely with ITB personnel and youth workers provided much greater understanding and skills in operating UVP schemes than in normal in-service provision." There was also an appreciable number for whom there was no in-service provision whatsoever. References were made to the fact that though in-service support might be non-existent, even such external courses as might be on offer were inaccessible because of financial restrictions. A common situation was summed up by one respondent: "Training should be properly funded and timetabled – in the current financial climate staff training seems to be the first item to suffer." This has serious implications for the development of vocational preparation. Even attempts at self-help appear to have met with obstruction as one respondent put it: "I have attempted to start in-house in-service training but this has no priority."

57. In association with the needs enquiry, teachers were asked to state specifically what kinds of additional support would be welcomed. Responses to this query naturally overlapped those to previous enquiries, depending upon whether there is any existing support and upon the relevancy and adequacy of that support. There was considerable repetition of the desirability of discussion between colleagues and others engaged in the same field of work, and facing similar problems. The nature and organisation of discussion sessions is left fairly vague; but the desire to talk with someone about common problems is clear and doubtless reflects feelings of isolation from the mainstream of college life. Associated with this is the fairly prominent plea for a staff development officer to lead and plan; a professional tutor; discussion with experienced teachers; and a co-ordinator to provide for individual development of ideas. Certainly such a person might assist in an area articulated by one respondent as: "Short in-service courses for all staff involved; generally such courses are available only to course tutors – other staff have to fend for themselves". Equal insistence is laid upon various aspects of counselling in regard to both courses for teachers and 'a comprehensive back-up service'. Curriculum development and methodology are also areas in which teachers are asking for support: support for development of curricula; workshops to study content and method based on information from agencies; and information about informal teaching methods. Where support is non-existent, ideas regarding the types of provision needed tended to become more generalised: "courses containing helpful information"; "any help welcome and all types of help necessary"; "anything!"

58. The general picture of staff development in the vocational preparation field is that it is scrappy, without coherent principle or philosophy, inadequate in quantity and quality, uncertain in its objectives and appeal and not easily available. We found evidence of much well-intentioned, sometimes well-informed effort resulting from initiatives at various levels of responsibility within the system, often, if not usually, frustrated by lack of time, resource, and official encouragement. Where it is moderately successful, the success depends almost wholly on the enthusiasm and caring concern of those involved. Some of the most promising activity is that which has been supported by regional initiatives as, for example, in the West Midlands, the North West, the Yorkshire and Humberside areas. Those taking part do so against a background of discouragements which includes low status within the system for those involved and for vocational preparation work generally, coolness and even hostility towards the inclusion of vocational preparation activities within the ambit of college life, and an apparent indifference on the part of some sections of college management and LEA further education departments. The 'difficulties' of management and authority in seeking to shift emphases and reallocate resources are not always viewed very sympathetically by the practitioners.

59. Not the least of the discouragements to effective staff development for the purposes of vocational preparation is the lack, within most colleges, of an established and favoured process of staff development generally. The chief successes so far of staff development in the colleges (other

than the perenially successful though variably encouraged pursuit of professional and higher qualifications) have been those explicitly concerned with new curriculum processes, notably TEC and BEC, but the programmes to which these have given rise have usually been *ad hoc*, intermittent, not well co-ordinated, certainly not much related to one another and seldom resulting in the setting up of college-wide, inter-departmental curriculum or staff development processes. Accordingly, the hard won information and experience gained in a particular curriculum context are not disseminated to the college as whole, and may indeed be held on to jealously within a department, for inter-departmental collaboration in these matters is generally at a low level. So far as curriculum and staff development in vocational preparation have begun to make their mark in colleges, those involved have had to go through the same processes of 'learning on the job' as their colleagues in other field, without the benefit of much advice and guidance from those colleagues. To say the least of it, those who have gained experience in TEC and BEC are, for the most part, not much involved in vocational preparation programmes.

60. Further education will not be able to adjust effectively to the demands made by vocational preparation without substantial shifts in the attitudes and capabilities of teachers, to enable them to cope with student-centred learning processes, the focus on individual needs and personal timetables, the negotiated curriculum counselling, guidance and assessment and the direct and inalienable responsibilities for curriculum and course design and management that lie at the heart of vocational preparation programmes.

Summary of Main Issues

61. A policy of 'positive discrimination' in favour of curriculum and staff development should be declared.

62. Colleges should be encouraged by all means possible to:-

set up and maintain a regular curriculum development policy in the area of vocational preparation;

set up and maintain a concomitant staff development policy within the framework of an appropriate model; and

ensure that staff development experience gained in one area of activity be available by proper process to other areas and vocational preparation in particular.

63. Curriculum and staff development work connected with vocational preparation is best undertaken by teams involving as wide a representation as possible of people and interests concerned with the courses.

64. There should be a strengthening of LEA and RAC initiatives in this area, both in the use of existing curriculum and staff development resources and those new resources being made available by agencies such as MSC.

65. More convincing and helpful terms of service to be investigated at LEA and possibly Burnham levels. We recommend in particular the adoption of the principle of timetabled staff development time.

Appendix III

A REVIEW OF STAFF DEVELOPMENT DEFINITIONS

1. Many schools, colleges and other education/training establishments have formalised their arrangements for staff development via the designation of responsibility to managers, special committees or professional tutors. The nature of such arrangements is dependent upon the model of staff development to which the institution subscribes. However in some cases it is possible to discern the adoption of more than one model and to the pursuit of sometimes conflicting strategies.

2. The range of definitions associated with staff development ("further professional study", "in-service training", "in-service education" etc.) in fact represents wide differences of opinion regarding both the concepts and the processes to be used. Argument seems to have polarised between the propounders of a "professional model" on the one hand, and those of an "organisational model" on the other.

3. The James Committee favoured professionalism "to reflect and enhance the status and independence of the teaching profession and of the institutions in which many teachers are educated and trained".* Its proposals also gave rise to the appointment of professional tutors to promote in-service education and training, and support new teachers in their first year of entry to teaching.

4. At the root of this concern for teacher professionalism lie doubts about LEA and management control of staff development, which make "inroads into the concept of teacher freedom and the right of professionals to choose the courses they wish to attend".** This suggests that staff development should be orientated towards the needs of individual teachers who are provided with a choice of programme from an 'a la carte' menu.

5. An organisational model, on the other hand, is typified by the adherents of professionalism as being rooted in the needs of institutions and systems rather than those of individuals. More realistically, however, the organisational model attempts to rationalise staff development activities for individual teachers within the context of the decisions which have to be made about resources and priorities for action, and of the fact that teachers have to work co-operatively in particular institutions to meet the needs of particular groups of learners.

6. North-Western RAC attempted to reconcile these conflicts by recognising that staff development seeks to:–

i. improve teaching ability;

ii. increase and broaden subject knowledge;

iii. increase the individuals' knowledge of the college situation and of his place in it; and

iv. encourage the development of managerial and administrative ability.***

7. In particular the ACFHE/APTI report of 1973 was influential in placing staff development in an organisational setting†: staff development in an organisational setting is not simply the provision of courses for individual members of staff by outside agencies. It does not depend on the needs of individual members of staff expressed in isolation from the place in which they work. It is an approach to innovation which attempts to work through an organisation and take the nature of that organisation into account.

8. The current situation with regard to a definition of staff development continues to be confused; both professionalism and organisational models can be seen to work, often within the same institution. The FEU's choice of a curriculum-led, model of staff development is an attempt to resolve this confusion, by focusing on that which brings professionals and organisations together, the demands of the curriculum.††

* DES. *Teacher Education and Training.* Report by a Committee of Enquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme. London: HMSO. 1972.

** Cave, R G *In-service Education after the White Paper—an LEA Inspector's Viewpoint.* In Cambridge Journal of Education. Vol. 14 No 2 1974.

*** North-Western Regional Advisory Council for Further Education. *Staff Development Project.* Report of a Study Group on 'The Organisation and Development of Staff Training'. 1971.

† ACFHE/APTI. *Staff Development in Further Education.* Report of a Joint Working Party. 1973.

†† This approach has also been adopted by the ACSET (FE) working party in its April 1982 advice on training and development for MSC Expansion.

Appendix IV

FEU GUIDELINES ON YOP FEES DISCRETIONARY SUPPLEMENT FOR STAFF TRAINING

MSC/SPD: Further Education Staff Training: YOP Fees Discretionary Supplement in England and Wales

1. Whilst it has always been the case that the fees paid by MSC for courses provided by LEAs have included the costs of normal levels of in-service training, MSC has now decided that, in recognition of the additional pressures on LEAs arising out of the pursuit of improved quality YOP, it will pay a supplementary allowance based on student-hours. (The rate will be 5p per trainee hour for the general/classroom and practical workshop rates, and 60p per class hour for the social and life skills and outreach rates.)

2. For the three year period commencing 1 September 1981 money will be available to LEAs which undertake to provide *all* their YOP staff with in-service training and curriculum development opportunities. A total of 25 days (including up to 10 days for materials and programme development) per full-time member of staff will be available proportionally for anyone who is employed by the LEA for YOP work, including:-

- part-time as well as full-time;
- youth and community-based as well as college-based;
- non-teaching as well as teaching staff;
- prospective as well as current staff.

It is also open to LEAs to involve up to a reasonable level those staff who are working in the wider area of vocational preparation (such as UVP- and ABC-type courses) and/or provide additional financial support from their own resources.

3. The supplement has been calculated to allow LEAs to cover their full costs, including salaries for the release of staff, fees, travel expenses, materials etc. It is left to the LEAs themselves to decide how best to arrange their activities, and there is no reason why these should not include:-

- informal, workshop activities as well as formal inputs from external speakers;
- materials development, as well as programme planning seminars; and
- on-the-job activities as well as off-the-job training.

However, the provisos are that the LEA makes provision for all YOP tutors in its employment (at the very least) and that it makes individual YOP tutors aware of the commitment to undertake in-service activities which these arrangements imply.

4. MSC officers have been asked to have in mind certain criteria when considering applications from LEAs including questions related to:-

- the involvement of all LEA staff connected with YOP;
- the level of commitment of the LEA to the idea of training;
- the degree to which YOP tutors are aware of the nature of the LEAs commitment to these agreements;
- the evaluation of the activities provided; and
- the degree to which the provision meets the need of tutors both on and off the job.

5. MSC will carry out certain monitoring activities with regard to both staff training and curriculum development, and will engage in joint reviews with the LEAs.

6. It would appear that MSC will stick fairly rigidly to the 31 March 1982 deadline and that an opportunity lost at that stage will affect the full three years of the discretionary supplement.

7. The FEU will shortly be publishing a major document on curriculum-led, college-based staff development for Vocational Preparation. This builds on material in Section V of "Vocational Preparation" (FEU 1981).

8. There are local and regional staff development courses available, some of which may be relevant to YOP and other vocational preparation courses. In some cases the CGLI 730 course has been suitably adapted to meet these needs and in particular the CGLI 926 Instructor/Supervisor course enjoys MSC recognition in this area of work. The FEU has also been involved in the development of Regional Curriculum Bases (RCBs) and it is hoped to provide in several regions the type of support which is now available through West Midlands RCB at Wolverhampton Polytechnic (Dudley).

Issued to Chief Education Officers, Principals of FE Establishments, Secretaries of Regional FE Examining Bodies, Press and other interested Institutions, January 1982.

Appendix V

CGLI 926 INSTRUCTOR-SUPERVISOR AWARD SCHEME

This course is primarily directed at those instructors and supervisors employed in community service projects, training workshops and similar MSC-funded provisions for young people, who are currently in post, ie. it aims to provide an in-service, initial training course in a variety of skills:—

Instructional Skills

1. a. Selecting appropriate instruction strategies and methods

   b. making effective use of libraries and resources in a range of teaching/learning situations.

Communication Skills

2. The identification of

   a. problems in written and oral communications

   b. appropriate forms of speech/communication

   c. the different ways in which communication may be achieved.

Caring/Guidance Skills

3. a. Describing the role of their own institution(s) in the provision of training opportunities for young people

   b. presenting information about the nature and problems of employment/unemployment

   c. counselling their trainees insofar as careers, educational guidance and personal problems are concerned.

Evaluation Skills

4. a. Participation in the translation of the aims and objectives of their own institutions into performance goals

   b. choosing appropriate assessment and evaluation methods

   c. controlling the learning situation using appropriate monitoring and feedback techniques

   d. presenting oral and written reports on trainees.

Job Skills

5. a. Ensuring satisfactory and safe conditions of work for their trainees

   b. demonstrating appropriate skill, knowledge and competence in an area of work. 'Job Skills' offers the opportunity of some updating in the skill/knowledge area. This may be developed according to group and in some cases, perhaps individual needs, eg. safety and the implications of recent legislation. The course generally may indicate the need for further training outside the remit of the course.

A specially-devised profile is used as a guide to progess during the course (formative) and as a record of attainment at the end of the course (summative). For each objective in the profile the minimum acceptable level is indicated, but, as the objectives are assessed over a period of time, attainment levels are discussed with the trainee-supervisor as progress is made.

Further details of this scheme are available from CGLI, 76 Portland Place, London W1N 4AA.

Appendix VI

TEACHER SELF-APPRAISAL TECHNIQUES AND PREPARATION FOR CHANGE
(with acknowledgements to Terry Keen and Eric Tuxworth)

1. Almost all the techniques which are available are, psychologically speaking, behaviourally based. Indeed, the conceptual framework which is outlined in this document is itself fundamentally behaviourally orientated in that it is derived from the extensive research data collected by the NASD survey where identification of particular behavioural aspects of teaching were made. There are a limited number of cognitively based techniques currently available, often derived from an underlying theory described in PERSONAL CONSTRUCT PSYCHOLOGY terms.

2. It is a matter of some importance for institutions such as schools and colleges to investigate ways of improving teaching effectiveness. Many studies have been undertaken in both Europe and elswhere. These have, in general, been published in the academic journals and a number of conferences have been held to discuss the techniques proposed.

3. Almost without exception, the proposals which have been considered rely on behaviourally orientated methodologies akin to the many techniques currently in use in the USA (and in other countries where teaching assessment is common practice). Such techniques may be an inappropriate way of improving teaching effectiveness in so far as they demand a pre-specification of criteria deemed to be appropriate by others. A teacher is then assessed against this "ideal profile". The teacher should be perceived as a professional, capable of undertaking his task with autonomy. This is particularly valuable if a mechanism exists to assist him in identifying his strengths and weaknesses so that he can capitalise on the former whilst endeavouring to eradicate the latter (through the application of appropriate staff development).

4. A number of self-appraisal systems have been developed:—

> TARGET is an acronym for teaching Appraisal by Repertory Grid Elicitation Techniques and is based on the principles of Personal Construct Psychology.* The primary objective when using the TARGET system is to raise the perceptual awareness of the teacher to his strengths and weaknesses, this, in turn, may enable him to become more effective at his job. More recently TARGET has been computerised, which further reduces the sense of threat to individual teachers since he or she has only to interact with a small microprocessor which gives immediate feedback in terms of strengths and weaknesses. (This system is known as DYAD).
>
> MISUNDERSTOOD is a group activity for three or four individuals in which the raising of perceptual awareness is developed via a competitive problem-solving game.**

5. It is almost inevitable that a teacher, on completing his own self-appraisal, will immediately either compare his or her results with someone else's or at least want to know how those results compare with "the norm". On comparing his own teaching style profile with that perceived by him to be representative of effective teaching, he may conclude that there is some inadequacy or deficiency in his own teaching style. It is at this point that the need arises for the provision of a consultancy or counselling service for, as pointed-up by Thomas:

> "When a habitual skill is disrupted, performance drops and the learner becomes emotionally vulnerable. He requires support and discipline from inside or outside to continue through the trough of this process of change and to enter into a positive reconstructive phase of learning-to-learn."***

6. However, the complexity of change confronting teachers has led some staff developers to develop approaches based on change itself and the preparedness of teachers to confront change. Vocational preparation is not one simple innovation but embraces a complex of courses and schemes in a great variety of settings which are themselves constantly changing.

7. Changes in the student population, in curriculum goals and content, in teaching methods and in college organisation all pose challenges and problems which have to be met and resolved. Whilst individual teachers have often had to sort things out for themselves in practice this frequently leads to withering of the innovation or at the best a lengthy period of difficulty in getting it installed.

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* Pope & Keen. *Personal Construct Psychology and Education*. London: Academic Press. 1981.

** Race and Brook. *Perspectives on Academic Gaming and Simulation. Vol 5*. Kogan Page, 1980.

*** Thomas, L F & Harri-Augstein E S. *The Self-Organised Learner and the Printed Word*. Brunel University. Centre for the Study of Human Learning, 1980.

Curriculum-led staff development, as described in this document, on the other hand offers a more conscious, deliberate approach which should assist the introduction of innovation and help its successful installation and improvement in operation.

8. Since any staff development activity is expensive it is obviously necessary to direct such resources as are available to the satisfaction of real individual staff needs in relation to definite institutional goals. One procedure for conceptualising and identifying individual staff development needs in relation to innovation in education is the CONCERNS-BASED ADOPTION MODEL.* This seeks to identify and satisfy teacher concerns as and when they arise, as the teacher progressively becomes involved with the use of an innovation.

9. The concerns-based approach to staff development starts from assumptions that the personnel involved with an innovation would like to reach a position where it becomes accepted and part of the regular programme of activities. This does not imply only assimilation to the exisiting practices of the institution; it may require considerable adaptation and change by the institution before an innovation can become internalised.

10. The goals of staff development in relation to the generation, acceptance and eventual internalisation of innovation can be outlined as follows. Depending on the stage of extent of their involvement staff should:—

a. be aware that the innovation exists;

b. know that it comprises, both in distinctive characteristics and in operational demands;

c. be willing and able to initiate it;

d. be able efficiently to implement the routines and procedures needed to make it work;

e. be able to refine and improve routines, procedures and resources;

f. be prepared and able to co-operate with others in the organisation;

g. be aware of the effects of the innovation on students and be able to maximise benefits to them;

h. be able to evaluate the innovation and its effects at a variety of levels;

i. be willing and able to help others to introduce and use the innovation; and

j. be prepared and able to review, improve and if necessary replace the innovation with something better.

In reviewing these goals it is clear that their achievement has to be developmental, ie. some of the later goals cannot be achieved until earlier needs are satisfied. This is one of the concepts on which the Concerns-based Adoption Model is based.

11. The ideas and techniques of this model have been tested to some extent with reference to the staff development needs of teachers involved in vocational preparation in the Yorkshire and Humberside Region.** A full report is in preparation but the interim results suggest that a concerns-based approach is indeed a useful procedure for helping to identify staff development needs.

12. A number of assumptions and concepts are involved in the concerns-based model. These are briefly that:—

i. change does not happen by decree or as an event but is a gradual process dependent on change in attitudes, methods and abilities of individual teachers;

ii. change in teacher behaviour is a highly personal affair and can best be brought about by supportive and sensitive "interventions";

iii. teachers' concerns about their personal involvement with an innovation are developmental in nature and are usually resolved in sequence, eg. it is little use

* REFERENCES:

1. Fuller F F *"Concerns of teachers: a developmental conceptualization"* in American Educational Research Journal, 1969: *6* (2) pp. 207-226.
2. Hall and Loucks. *"Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development"* in Teachers College Record, Sept 1978. Vol 80, No 1, pp. 36-53.
3. Hall, et al *Measuring Stages of Concern about the Innovation: a Manual for use of SoC.* University of Texas at Austin, Centre for R & D in Education. 2nd edition, 1979.
4. Loucks, S F et al *Measuring Levels of Use of the Innovation—a Manual for Trainers and Interviewers.* University of Texas at Austin, Centre for R & D in Education, 1976.

** Huddersfield Polytechnic—a survey conducted by Eric Tuxworth and Dr Catherine Herrick.

attending courses on evaluation and renewal if the teacher has not yet resolved his personal concerns about routine use and day-to-day problems;

iv. different innovations have different characteristics and different patterns of "newness" for each individual teacher. What is totally new to one may only be partly new for another; analysis of the characteristics of the innovation is, therefore, needed to be able to reveal the elements of newness for each participant;

v. different levels of use of an innovation exist in practice. These levels range from non-use through to a quite sophisticated integrated use, with elements of continual renewal; and

vi. even within the same institution different teachers can be operating at different levels of use, and the actual use of the innovation may be far removed from the developers' intentions.

13. Although the concerns-based model can be used simply as a way of thinking about staff development by groups or individuals it is really intended to offer a more systematic way of offering help on an individual basis. To do this a number of procedures have been developed and tested:–

To obtain information from individual teachers it is useful to assess three dimensions of their responses to named innovatory programmes:–

1. STAGES OF CONCERN about the innovations (see Fig I)
   derived from–a. questionnaires
   b. open-ended statement of concerns.
2. LEVEL OF USE to establish the actual level at which the individual is using the innovation. Information is obtained by a structured interview (see Fig II).
3. CHARACTERISTIC OF THE INNOVATION
   A questionnaire is used to find out what the particular innovation means to the individual in terms of change.

It seems fairly obvious that any innovatory programme will contain a mixture of elements which may be new to some but not to others. Each teacher has a unique background of experience which will be applied to the innovation. Some elements require new learning, others will be resolved by transfer or adaptation from previous experience. The questionnaires and interviews seek to establish the extent of change for each individual across twenty elements in five groups covering:–

Curriculum
College Organization
Industry/Community Relations
Teaching Methods and Materials
Student Characteristics.

Analysis of the questionnaire can be presented as an individual profile along the three dimensions. This provides a potentially useful counselling base to help pinpoint the areas where individuals may need help.

Thus, the concerns-based model depends on acceptance of the need to individualise staff development. Group data, though interesting, are not really of much use. Any 'intervention' would need to avoid the trap of offering prescribed courses based on group norms–assuming these can be established from a sufficiently large population.

14. The use of a concerns-based model of staff development will help:–

1. to strengthen the well known principle that change is a process, not an event;
2. to convince college managements and teachers that staff concerns are individual and that these can be resolved in a developmental way;
3. staff developers to devise effective and relevant individual programmes; and
4. teachers to assess, understand and resolve their personal concerns, maybe without external help.

15. As far as institutions of teacher education and similar support agencies are concerned the concerns-based model has potency in relation to their changing role; for example:–

a. more sensitive use of individualisation WITHIN the courses they provide;

b. possibilities of modularised in-service training;

c. consultancy to support in-house training, whether at the induction stage or for the on-going development

innovatory programmes; and

d. facilitating work with field-based networks to combine curriculum and staff development.

16. One of the major problems with innovation in FE has been the initial reliance on a band of enthusiasts and a lack of sustained effort to ensure that the innovation continues to be maintained and developed when it has to be used by the worthy but less innovative main body of the teaching force. The concerns-based approach recognises that no innovatory programme is perfect after the first cycle of operation. It continues to improve through second and third cycles but may not develop beyond the 'mechanical use' stage unless appropriate staff development is concurrently provided.

Figure I

	Stage	Description of Concern
0	Awareness	Little concern or involvement with the innovation
1	Informational	General awareness and interest exists in learning more detail about the content, requirements, effects of the innovation
2	Personal	The individual is concerned about his/her role within the innovation and inadequacy to meet its demands
3	Management	Efficiency, orrganisation and scheduling of the tasks and processes involved within the innovation
4	Consequence	Impact of the innovation on the teacher's own students
5	Collaboration	Co-operation and co-ordination with others
6	Refocusing	Exploring other possibilities or even better alternatives

Source: Hall and Loucks, *"Teacher Concerns as a Basis for Facilitating the Personalizing Staff Development"*. In Teachers College Record, September 1978. Vol 80, No 1.

Figure II

Stage		Description of Use
0	Non-use	User has little knowledge of the innovation
I	Orientation	User has acquired or is acquiring information about the innovation
II	Preparation	User is preparing for first use of the innovation
III	Mechanical Use	User putting most effort into day-to-day use of the innovation with little time for reflection. Changes in use are made in favour of user needs rather than client needs
IVA	Routine	Stable use of the innovation. Few, if any, ongoing changes
IVB	Refinement	User varies the use of the innovation to increase the impact on clients
V	Integration	User co-ordinates own use of the innovation with related activities of colleagues to achieve greater impact on clients
VI	Renewal	User re-evaluates quality of use—seeks major modifications or even alternatives to the present innovation to achieve greater impact on clients

Eight Levels of Use of an Innovation

Source: Hall, et al. *"Measuring Stages of Concern about the Innovation"*. University of Texas at Austin. Centre for R and D in Education. 2nd edition 1979.

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Appendix VII

Basic Skills Teaching

1. There has been considerable research in the skill area, a review of which is given in a forthcoming document from FEU on Basic Skills. This research has led to a greater understanding of the different kinds of skills: that to perform a skill competently may involve more than the simple acquisition of that skill; that having a skill does not necessarily mean being prepared or able to use it, or knowing all the occasions on which its use is applicable or possible; that skills may have attitudes or values associated with them; and so on.

2. For many, the term SKILL is reserved for describing the ability to perform some manipulative occupational task: the ability to type or write shorthand . . . ie. the skills of the Secretary; the ability to file, machine or weld . . . ie. skills of the fitter; and so on. With controlled physical movements of the fingers and hand being often the only visible characteristic of so many of these JOB SPECIFIC SKILLS, it is perhaps not surprising that for so long, skills have been seen as the prerogative of the craftsman or craftswoman. Out of this view misconceptions have arisen, particularly that skills are simply well practised manipulative abilities requiring physical dexterity but little planning, knowledge and understanding, and are rarely associated with attitudes and problem-solving. Yet there are few skills used in work that are not of value in every-day life. The term skill includes not only the industrial connotation of a skilled worker but also a psychological perspective. The psychological use of the term skill is that skilled performance requires perception, decision-making, knowledge and judgements, and at the same time all skills involve some kind of co-ordinated, overt activity of hands, of speech, etc.

3. For many young people if education is to mean something to them and to be seen of value by them, the educational process must be instrumental in developing skills for work and adult life. A skills-based curriculum with a relevant vocational focus often provides the right kind of stimulus for the young person to experience the wider aims of education.

4. A generally acceptable checklist of core skills is contained in the FEU publications A BASIS FOR CHOICE* and VOCATIONAL PREPARATION**, and is based on TWELVE key aims: ie. TO BRING ABOUT

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i. an informed perspective as to the role and status of a young person in an adult society and the world of work;

ii. a basis from which the young person can make an informed and realistic decision with respect to his or her immediate future;

iii. a continuing development of physical and manipulative skills, in both vocational and leisure contexts, and an appreciation of those skills in others;

iv. an ability to develop satisfactory personal relationships with others;

v. a basis on which the young person acquires a set of moral values applicable to issues in contemporary society;

vi. a level of achievement in literacy and numeracy appropriate to ability and adequate to meet the basic demands of contemporary society;

vii. competence in the variety of study skills likely to be demanded of the young person;

viii. a capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action;

ix. sufficient political and economic literacy to understand the social environment and participate in it;

x. an appreciation of the physical and technological environments, and the relationship between these and the needs of man in general and working life in particular;

xi. a development of the everyday coping skills necessary to promote self-sufficiency in the young people, and

xii. a flexibility of attitude and willingness to learn sufficient to cope with future changes in technology and career.

* FEU. *A Basis for Choice*, 1979.
** FEU. *Vocational Preparation*, 1981.

5. It will be seen from para 4 that these aims cover skills in:-

Language (reading, writing, speaking and listening);

Number (calculation, measurement, graphs and tables);

Manipulative dexterity and co-ordination;

Problem-solving;

Everyday coping;

Interpersonal relationships;

Computer literacy*;

and experiences – related to:-

Career options;

Work and society;

Economic and political problems;

The environment; and

Values.

6. The acquisition of skill was once, if it is not still, closely associated with the process of training and was perceived as being separate from the process of education. However, it will be evident from the list of headings in para 5 that the concept of skills has spread on to a much broader canvas and is now used in both training and education.

7. However, many MAINSTREAM vocational FE courses are not generally designed to give young people a core of skills that could be used in a range of jobs as and when the need arises. Neither are they designed to allow young people to sample a few vocational areas. Mainstream vocational FE courses are generally designed to fit young people for relatively stable and well defined occupational areas. The young people on these courses are either in employment and attending college on a day-release, block or sandwich basis, or on a full-time course with high expectations of obtaining a job in the field to which the course is related. Only about 15% of the 16-18 year cohort are on these formal schemes of vocationally specific education and training. Young people, who previously would have got a job that gave them release to vocational education and training, now find that they are unable to join those mainstream FE courses, either because they have no job or because they have been forced to accept a job that offers no systematic further education and training.

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Generic Skills and the Need for Adaptability

8. Central to the research on skills is the argument that job specific vocational preparation alone is no longer appropriate. Firstly, many school leavers are still at the stage of sorting out their ideas and learning about the world of work, as well as discovering their own potential. Secondly, since there are fewer jobs for young people in the labour market, it is important to keep young people's options as open as possible with respect to job opportunities. Thirdly, technological change is likely to alter the structure of many jobs; therefore, vocational preparation should provide young people with a range of skills that have adaptability across vocational areas. Fourthly, as many individuals make one or more major changes in occupation during their working lives, competence over a core of skills common to many occupations will enhance their adaptability. Skills research has identified skills that are used in, and are fundamental to, the performance of many tasks carried out in a wide range of occupations. The term GENERIC SKILLS is used to describe such skills.

9. Supported in the MSC's NEW TRAINING INITIATIVE is the need for a generic approach to underpin vocational preparation. Such an approach should further assist people to cope with changes in their working lives. Moreover, it is hoped that employers appreciate that an individual is much more valuable and is much more able to adapt to change, if he or she has acquired some competence and experience in a range (or 'cluster') of related jobs or skills.

Skills Across the Curriculum

10. A narrowly conceived skills-based curriculum for vocational preparation is not relevant to the contemporary or future situation. All teachers need to use the teaching of any

* The report ABC IN ACTION (FEU 1981) from an FEU/CGLI Working Party on the piloting of 'A BASIS FOR CHOICE' mentioned a notable omission to any reference in the common-core to the appreciation of new micro-computer technology. This emphasises that it is necessary to regard the checklist as a dynamic structure, requiring regular review, so that it continues to be relevant to the needs of society in general, to the local employment situation and to the young person.

skills as an opportunity for wider learning. Both general and specialist subject teachers should be encouraged to regard themselves as teachers of basic skills and should apply themselves to the task of bringing together vocational and common-core general skills. This also applies to all those engaged in the support and development of young people: youth workers from the public sector and voluntary agencies, adult education workers, YOP instructors and supervisors.

11. For example, in para 4, Aim vi: *to bring about a level of achievement in literacy and numeracy appropriate to ability, and adequate to meet the basic demands of contemporary society,* requires the support of staff in all learning contexts and experiences, if young people are to appreciate its value and relevance. Of course, it might also be the specific responsibility of a particular member (or members) of staff, but there is already sufficient evidence to suggest that the skills of literacy and numeracy are best developed when the learner is able to practice those skills in a variety of settings with the actual encouragement of other members of staff.*

* *Language for Life. The report of the Committee of Inquiry appointed by the Secretary of State into teaching, writing and literacy* HMSO. 1975.

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Appendix VIII

AN INTER-AGENCY STAFF DEVELOPMENT EXERCISE

1. This appendix outlines an initiative taken by a college principal to involve his staff with others doing similar work in another college and with members of other agencies involved in vocational preparation. The activities were observed by a member of the FEU, and his observations were also fed back to the staff involved to act as an aid to further reflection. The construction of the exercise – two residential periods separated by a two-week period of inter-college visits, the involvement of a RAPPORTEUR and the participation of outside agencies – has the elements of a model that other colleges may wish to consider.

Introduction

2. The idea of an inter-college inter-agency residential experience originated with the principal of College C who was concerned with two broad issues:-

a. the problems of disseminating/mediating a set of curriculum themes outlined by the FEU in documents like Experience, Reflection, Learning, Supporting YOP, A Basis for Choice and Vocational Preparation* to members of his college staff who were involved in new provisions such as YOP, and the potential of an inter-college, inter-agency dimension, introducing other experiences, in this process; and

b. the nature of residential experiences, often discussed in relationship to their supposed value for young people (on YOP, UVP etc.), and their value in promoting staff development, in terms of improving the quality of what a college provided for its clients, but also in terms of personal development for the staff involved.

3. There were two important parameters to the principal's thinking:-

a. that any attempt to further disseminate curriculum themes among staff should itself reflect those themes: namely that NEGOTIATION should be at the root of any arrangements; that a primary objective should be self-assessment; that the process should be supportive (in a counselling and guidance sense) and not threatening; and that there should be an awareness of the residential experience itself and an opportunity to reflect upon this;

b. that the residential experience and any related activities should fall within the normal set of constraints which currently operate (viz. that it be financed out of existing sources of MSC income to the colleges); that it should make reasonable demands upon staff, bearing in mind its voluntary/negotiated basis; that it should seem reasonable to the "outside world" of local authorities and colleges, possibly with a view to its application elsewhere; and

c. additionally, there was a fundamental assumption that college-based staff development is a most effective form of staff development, particularly for new areas of work such as vocational preparation where significant changes of attitude, teaching behaviour of teacher/student relationships are expected.

Planning

4. Agreement was reached between the principal of College C and a head of general studies at College S that they would approach their respective staffs and seek approval of, and voluntary involvement in, a "package" of joint activities comprising:-

i. an introductory residential experience;

ii. a series of inter-college visitations by staff; and

iii. a final residential experience.

At the same time agreement was also reached between the principal and the FEU that an FEU Development Officer would take part in the experiment, contributing to it and keeping some record. Several voluntary associations and local YOP sponsors would also be involved, since they could provide additional perspectives

* FEU *Experience, Reflection, Learning* 1978
Supporting YOP 1978
A Basis for Choice 1979
Vocational Preparation 1981

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concerning the needs of young people and the types of experiences and provisions which should be made available to them.

First Residential Experience

5. FRIDAY EVENING: the two colleges presented short video recordings of their YOP activities, and their experiences as teachers. The ensuing discussion naturally drew out explanations, perspectives and problems as perceived by the participants.

6. SATURDAY: the session opened with a presentation by the FEU participant followed by a large group discussion of the curriculum themes of vocational preparation (Negotiation, Counselling, Guidance and Assessment, Acquisition of Basic Skills and Relevance and Experience). The principal of College C reviewed the aims of the venture – to develop openness between the staff; to exchange YOP information; and to reach agreements regarding visits as a preparation for agenda-setting. The staff broke into three groups of their own choice, one entirely composed of the non-FE members. The two "college" groups formed some inter-college pairings with agreements about visits to each other's colleges to learn more about the range of provisions made by both colleges to meet the needs of unemployed young people. The large group reassembled and restated a series of agreements which were recorded.

The Inter-College Visits

7. Over the next two weeks, visits agreed by college staff were carried out, individual members of staff being shown the range of provisions made, talking to their opposite numbers about their rationale and meeting the young people concerned. All arrangements seem to have been fulfilled. However, though it was not intended by the college staff that they should be excluded, the non-FE staff were not party to these visits. The FEU Officer briefly visited College S, having visited College C on several previous occasions.

Second Residential Experience

8. The planners' intentions for the second residential experience were:-

i. to pool all the participants' personal learning and personal interaction experiences;

ii. to review the four major FEU curriculum themes in relationship to the whole experience (two residentials plus visits) itself; and

iii. to evaluate this model of staff development.

9. FRIDAY EVENING: Most of the evening was taken up with discussion in one large group. The emphasis was less on the participants' own experiences than on the nature and intentions of YOP provision generally. INDUCTION became a major theme, and it was suggested that it should be taken up again in smaller groups next day.

SATURDAY: Most of the day was spent in two discussion groups. INDUCTION was a continuing topic, and the need for inter-agency cooperation was also voiced. In the final session the two groups reported back. There was general agreement about the value of this type of experience for all staff involved in vocational presentation work.

Some General Conclusions

10. This inter-college, inter-agency residential experience seems to have been a realistic exercise from a number of viewpoints:-

i. the perceived gains for the members of staff involved; and

ii. the relative cost effectiveness, particularly with regard to the absence of inputs from expensive outside experts. The presentation of the curriculum themes of vocational preparation, for example, did not actually require the presence of an FEU development officer. Anyone familiar with the documentation could have played a similar role. The model does not require the type of staff development skills which are not available to ordinary colleges of FE.

11. There are some indications that specific parts of the exercise, particularly the development of the concept and process of NEGOTIATION, could have been improved. There were other areas in which the exercise failed to meet the planners' expectations: the non involvement of the non-FE staff in the inter-college visits; and the tendency to focus on general YOP issues rather than personal learning experiences. Any adoption of this exercise as a model would need to see whether some restructuring would help to avoid these short falls.

12. The participants were able to identify the PERCEIVED GAINS of the whole exercise:-

i. a greater understanding of the curriculum themes of vocational preparation and the issues connected with their implementation;

ii. an appreciation of the role of residential experiences in promoting the process of learning for a group of peers; and

iii. an appreciation of the value of an inter-college staff development programme focused on the demands of the curriculum (in this case, of vocational preparation) and the needs expressed by the staff themselves in dealing with that curriculum.

The ACTUAL GAINS, in terms of improvements in the quality of the various vocational preparation provisions in both colleges, are, of course, more problematic and have not been objectively investigated. However, anecdotal evidence from the two colleges has convinced both the principal of College C and the head general studies at College S that the quality of provision has markedly improved.

Appendix IX

A COLLEGE STAFF DEVELOPMENT PROGRAMME FOR VOCATIONAL PREPARATION

1. This appendix indicates briefly the first steps taken by a college to develop and implement vocational preparation. One of those steps was to get the teaching staff concerned to identify their staff development needs; but, those staff were also involved in the development of the curriculum, which in itself was helpful in meeting some of those needs.

2. The Academic Board convened a College 'ABC' Working Party composed of influential representatives drawn from a cross-section of the college departments, with the Vice-Principal in the chair. The Working Party was to report directly to the Academic Board and the Principal; it examined the FULL implications of the ABC Report initiating:—

a. an examination of 'student-gathering' procedures which led to new systems of enrolment, counselling and schools liaison;

b. an examination of existing full-time courses and proposals for a common curriculum policy across the college;

c. new policies in departments relating to (i) the role of the course tutor (ii) profiling (iii) counselling and guidance;

d. a new policy towards service work between departments; and

e. the formation of a College 'ABC' Design Team charged with producing a new full-time programme, the Working Party to monitor its proposals and eventually submit them to the Academic Board.

3. The Design Team made up of representatives from all college departments, examined the proposals in ABC and decided on:—

a. the formation of 4 small working parties to produce aims and objectives and schemes of work in four vocational and job specific areas

Working for people
Working with people
Working with things
Working in an office

consistent with the Common Core objectives and sound educational practice;

b. the formation of a small working party to implement the aims and objectives of the Common Core and to reinforce the Common Core objectives being achieved in the vocational and job specific areas; and

c. recommendations for common teaching methodologies across the curriculum.

Development Coordinator

4. In the following weeks the college staff development committee monitored the activity of the working party and the design team and worked out a staff development programme based on expressed needs with the members of the staff involved.

1st Week

A meeting for all college staff to clarify the aims and organisation of the proposed ABC programme and an outline of the preparations being made, to be accompanied by a summary in the college News Bulletin.

2nd Week

A briefing of members of the Design Team on the organisation and implementation of the course so that these staff can lead seminars for colleagues involved from their own Departments.

3rd and 4th Weeks

A series of seminars to be held in departments to elaborate on the News Bulletin summary and to prepare staff concerned for a one-day conference. Provision for visits (eg. to the college Multi Skills Workshop) for staff wishing to see the range of approaches possible within the new ABC programme.

5th Week

A one-day, 'in-house' conference focusing on the practical aspects of the course implementation, and including small group work on teaching methodology and on input from members of the staff development committee on counselling and guidance.

6th Week and those following

Regular meetings of the working groups formed at the day conference on particular aspects of the ABC programme procedures to develop appropriate teaching methods, materials and assessment.

Appendix X

Glossary of Abbreviations and Terms

ABC	A BASIS FOR CHOICE (FEU : 1978) – type pre-vocational courses in schools and colleges.
ACSET	Advisory Committee on the Supply and Education of Teachers.
ALBSU	The Adult Literacy and Basic Skills Unit.
ALE	The Association for Liberal Education
BSU	The Basic Skills Unit (funded by MSC).
CCDU	The Counselling and Career Development Unit, University of Leeds.
Colleges of Education (Tech)	The four colleges of education, Bolton, Garnett, Huddersfield and Wolverhampton, which specialise in initial and in-service training of teachers for further education.
Coombe Lodge	The Further Education Staff College.
FE	Non-advanced Further Education.
INSTEP	In-service Training and Education Panel.
ITB	Industrial Training Board.
LEA	Local Education Authority.
MSC	Manpower Services Commission
NASD	National Association for Staff Development in Further and Higher Education.
NICEC	National Institute of Careers Education and Counselling, Hatfield Polytechnic.
RAC	Regional Advisory Council for Further Education and Higher Education.
RCB	Regional Curriculum Base, located in an RAC and funded by the FEU.
TEC	Technician Education Council.
UVP	Unified Vocational Preparation.
Vocational Preparation	VOCATIONAL PREPARATION (FEU : 1981) subsumes ABC, UVP and YOP provisions in college.
WEEP	Work Experience and Employers' Premises, a major part of the current YOP programme.
YMCA Training for Life	A YOP programme organised by the YMCA, mixing work and community experience for young people.
YOP	The Youth Opportunities Programme established to meet the needs of unemployed young people by the MSC.

FEU List of Publications and Response Papers

Publications

Title	*Date Published*
Annual Report 1977-79	June 1978
Annual Report 1978-79	June 1979
Annual Report 1979-80	July 1980
Annual Report 1980-81	July 1981
Experience, Reflection, Learning	April 1978
– suggestions for organisers of schemes of Unified Vocational Preparation	(Reprint January 1981)
Postal Survey of FE Provision for the Young Unemployed 1977	June 1978
A Basis for Choice	June 1979
– report of a study group of post-16 pre-employment courses	(Reprint April, October 1980; January, September 1981)
Supporting YOP	July 1979
Active Learning: A Guide	December 1979
– to current practice in experiential and participatory learning	(Reprint March 1981)
Developing Social and Life Skills	January 1980
– strategies for tutors	(Reprint May 1980; June, October 1981)
Day Release – A Desk Study	January 1980
Signposts	April 1980
– a map of 16-18 educational provision	
Active Learning: A Register	May 1980
– of experiential and participatory learning Parts 1 and 2	(Reprint March 1981)
Further Opportunities in Focus	July 1980
– a study of bridging courses for women	
Loud and Clear?	August 1980
– summary of a study of curriculum dissemination in further and higher education	
Beyond Coping	August 1980
– Review and Synthesis of Research and Development in Social Education	
Vocational Preparation	January 1981
	(Reprint April 1981; November 1981)
Transition and Access	February 1981
– a review of low level courses in ILEA	(Reprint July 1981)
Curriculum Control	March 1981
– a review of major styles of curriculum design in FE	
Balancing the Equation	August 1981
– a study of women and science and technology within FE	
ABC in Action	September 1981
– a report from an FEU/CGLI working party on the piloting of 'A Basis for Choice' (1979-81)	(Reprint February 1982; April 1982)
Students with special needs in FE	October 1981
– a review of current and completed research relating to young people in the 14-19 age range with special educational needs	
Microelectronics in FE	October 1981
– some personal perceptions – an occasional paper	

Title	*Date Published*
Leadership in Learning – reflexive learning of a staff group in further education	December 1981
How Do I Learn? – an experimental programme to introduce young people and their teachers to the many ways of learning	December 1981 (Reprint April 1982)
Progressing from Vocational Preparation – the issues (a discussion paper)	January 1982
Tutoring – the guidance and counselling role of the tutor in vocational preparation	June 1982

Response Papers

FEU Response to White Paper 'Special Needs in Education' (Cmnd 799) (August 1980)	October 1980
FEU Response to 'Outlook on Training' – review of the Employment and Training Act 1973 (July 1980)	October 1980
FEU Response to 'Examinations 16-18' – consultative paper	December 1980
FEU Response to 'Continuing Education'	January 1981
FEU Response to: 'CET: Open Learning Systems in Further Education and Training (December 1980)'	March 1981
FEU Response to Rampton (now Swann) Committee	April 1981
FEU Response to: 'MSC – An "Open Tech" programme' – a consultative document (May 1981)	June 1981
Initial contribution to the Review of the Youth Service	June 1981
FEU Response to: MSC New Training Initiative – a consultative document (May 1981)	July 1981
FEU Response to the Review of the Schools Council	October 1981
FEU Response to 17+: a new pre-vocational qualification	June 1982

FEU Guidance Notes

No 1 – MSC/SPD: Further Education Staff Training: YOP Fees Discretionary Supplement in England and Wales
No 2 – Some useful addresses associated with the Microelectronics Education Programme (MEP)

Priced Publication

FEU/WMAC YOP Survey in the West Midlands (available from the West Midlands Advisory Council, Norfolk House, Smallbrook Queensway, Birmingham B5 4NB; price £1.25)	August 1980

Copies of these documents (which are free of charge) are obtainable, while stocks last, from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ (Tel: 01-952 2366 Ext 503).

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